



Little Swans Day Nursery

Special Educational Needs and Disabilities Policy

Reviewed: September 2014
Reviewed by: Elaine Boulton Nursery Owner

SENCO for Little Swans Day Nursery: **Jenny Owen**

Senco Assistant for Little Swans Day Nursery: **Emma Sloan**

The policy has been written with regard to the Code of Practice for Special Educational Needs; DfES/581/2001; The Disability Discrimination Act 1995 (DDA), as outlined in the Disability Rights of Commission (DRC) Code of Practice; The Statutory Framework for the Early Years Foundation Stage (EYFS); Equality Act 2010; Little Swans Equal Opportunities Policy and Procedure, Inclusion Policy, Safeguarding Policy and Behaviour Policy. At Little Swans we welcome and support children and adults with Special Educational Needs and Disabilities.

September 2014

Transfer of Statement of Special Educational Needs to Educational Health and Care Plan

New arrangements for Supporting Children with Statements of Special Educational Needs

From the 1st September 2014 there will be a new system of assessing, and making educational provision for, children and young people with Special Educational Needs. This means that the new 0-25 Educational, Health and Care Plan (EHC Plan) will replace statements.

In order to support the changeover from the current system to the new system, transitional arrangements will need to be put in place. This means that children and young people with statements will gradually be transferred over to the new arrangements. The transfer process will take place over the next three and a half years and will be completed in April 2018.

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. The setting is committed to be an inclusive setting that seeks to identify and 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 local authority and central legislation for Early Years Children with SEN and/or disability and to the conditions for free education funding by Birmingham Authority
- To challenge inappropriate attitudes and practices
- To promote diversity and difference and encourage children to value and respect others

Definitions of Special Educational Needs

Within this policy special educational needs can be seen as including one or more of the following; ***learning difficulty, a sensory impairment, speech and language delay or difficulty, emotional or behavioural difficulties or a physical disability;*** which calls for ***special educational provision*** to be made for them.

Children have a learning difficulty if they:

- Have a significant greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in nursery, within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.
- Children may also have a special educational need, if their progress far exceeds development records for their age group, and that of their peers

At Little Swans we do not regard children as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. We work with parents, under the guidelines of our Inclusion and Equal Opportunities policy in making sure children where English is a second language are included in all aspects of nursery life.

This SEN policy details how Little Swans welcomes all children from the age of 3 months and will endeavour to do its best to ensure that necessary provision is made for any child who has special educational needs in compliance with the Equality Act 2010 – reasonable adjustments will be made and that those adjustments made are known to all who are likely to care for them. The nursery will ensure, to the best of its ability that staff are able to identify and provide for those children who require additional support. So far as is reasonably practical and compatible with a child receiving special educational needs provision and the efficient education of the children with whom they are educated; allow children with additional needs to join in all activities provided by the nursery with other children.

In order to accommodate individual children's needs at Little Swans we provide a flexible settling in period, according to parent's wishes and the requirements of the child. Individual children's needs are discussed when parent/carers initially visit the nursery.

Partnership with Parents

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

Staff Responsibilities:

- **Samantha Tranter:** the manager of the setting takes overall responsibility for ensuring that this policy is consistently implemented by all staff. Miss Tranter is responsible for appointing a setting based 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 2001 (SEN 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 Jenny Owen.** She has attended all required training and is responsible for coordinating provision for children with SEN and/or disability. Further details of this role are available from Jenny or management.
- **The setting based SENCO Assistant is Emma Sloan.** She has attended all required training and works with Jenny Owen to help and support children with SEN and/or disabilities in the setting.

Admission and Induction Arrangements

- All staff seek to ensure that children and families are made to feel welcome. (Please refer to admissions policy and procedures).
- Individual children's needs are discussed with parent/carers and management before entry. 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 then used to best support a child's SEN and/or disability.
- Induction and settling in arrangements are flexible to meet the child/family's needs and to ensure that the setting (staff/environment) is fully prepared to safely and successfully include the child.

This will be the first point of establishing a positive partnership with parents, sharing information, entering into an agreement of needs and making any reasonable adjustments. "Reasonable" takes account of costs, available resources, health and safety and the

interests of the other children. Parents can access the **Parent Partnership Services:** www.birmingham.gov.uk/senparents.

The address is as follows:

SEN Parent Partnership
Birmingham City Council
Knox House
Martineau Centre
Balden Road
Harborne
B32 2EH
TEL 0121 303 5004
senparentpartnership@birmingham.gov.uk

Working in Partnership with Parents

- 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. This will be done through review meetings at a time and day best suited to both parties where the child's key person along with a member of management will be present.
- 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, as above.
- The setting based SENCO is advised by the area SENCO as to the appropriate referrals and available support from other agencies/professionals.
- 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.

Partnership with parents plays a key role in enabling our children with SEN to achieve their potential. The nursery recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child education.

Children with special educational needs often have a unique knowledge of their own needs and views about what sort of help they would like. In order to assist them in making the most of their education, this will be ascertained.

They will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition processes.

The nursery will have regard to the Special Educational Needs Code of Practice when carrying out our duty toward all children with additional needs and will ensure that parents are notified of a decision by the nursery that SEN provision is being made for their child, in order that we may work in partnership with the child's best interest at heart.

At Little Swans Day Nursery we are committed to working with parents and value them as equal partners in their child's care and education. Parents are kept informed, on a daily basis, of their child's progress in the form of a daily report sheet or diary. Parents Evening is held twice a year, as well as half termly drop in sessions; where parents can view their child's learning journeys and assessments. The nursery has a parent notice board which displays details of the Early Years Area SENCO team and Birmingham's Parent Partnership contact details. We have a monthly newsletter and a folder containing all of our policies and procedures for parents to view at any time. This folder is kept by the main office. Our website and blog as well as twitter also details ongoing information, concerning the nursery. We have a notice board in each area with photographs and details, including qualifications, of all staff, to enable parents to familiarise themselves with our practitioners. We also have a suggestion/comment box, by the main entrance that parents can use, to raise concerns/issues/ideas they may have.

In addition to our daily report sheets/diaries and parent evenings, parents can approach staff at any time, if they have a concern about their child's development/progress. Initial contact should be with the child's key person, who will reassure parents and explain clearly what steps will be taken to address their concern.

The child's key person will then discuss these concerns with **Jenny Owen, our SENCO**, who will be able to give advice on the most appropriate method of action.

Little Swans provides confidential support to parents sharing information with the nursery. We are happy to work with an interpreter if required, as well as having members of staff, with additional languages, that can assist.

If parents have any concerns or issues about the special educational needs or disability provision within the nursery, they should discuss this with the SENCO first, by appointment, where necessary. If they are still concerned, they should follow the complaint procedure for the nursery, which is enclosed within this folder.

Identification, Assessment and Provision

- The setting has regard to the SEN Code of practice 2001
- All children are regularly observed in line with the Early Years Foundation Stage (EYFS)
- When concerns about a child's development are raised, the setting based SENCO or the SENCO assistant oversees a period of detailed observation and assessment, including completing an Early Support Summary Profile
- Once needs are identified, they are met in line with the cycle of plan, do and review as specified in the Birmingham Graduated Response to the SEN CoP at www.education.gov.uk/publications
- A child will have an individual plan to address their 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

- Further information for parents on the SEN CoP is available, as above

Provision for our children with special educational needs is a matter for the nursery as a whole. In addition to management, our SENCO and all other members of staff have important day to day responsibilities. *All our practitioners are teachers of children with special educational needs.* Teaching such children is therefore a “whole approach” responsibility.

At the heart of our work at the nursery is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children in our care will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific areas who fall significantly outside of the expected range, may have special educational needs.

Provision

The nursery will assess each child’s current level of attainment on entry in order to ensure that we build upon the pattern of learning and experience already established. If the child has not been to another setting and we do not have a transition report, we will ask a parent to support the child in completing a booklet “All About Me” in order to inform the nursery the stage the child is at in their development. If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years Setting and the SENCO. The child’s key person will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the nursery
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child’s achievements and experiences, to form the basis for planning the next steps of the child’s learning
- Involve parents in implementing a joint learning approach at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, staff will look carefully at all aspects of a child’s performance to establish whether the problems they have in the nursery are due to limitations in their command of the language that is used, or if it arises from special educational needs. If development proves to be in line with expected targets and there are no other areas of concern, the nursery will work with parents, making sure continuity of the home environment continues at the nursery. This will be achieved by working with parents during; sign up, a home visit; settling in sessions and thereafter. The child will have photos of staff members, nursery, toys and equipment to look through and talk about with the parent. This will help the child to become familiar with the setting. The nursery will encourage the child to bring things into the nursery from home that helps them to feel secure. This could be a favourite piece of cloth, blanket, toy or teddy etc. We will also learn “hello” “good morning” “welcome” phrases etc in the child’s home language, to encourage the child to communicate and also make them feel secure in unfamiliar surroundings. We understand the importance of bringing the home environment into nursery and the nursery into the home, by working with the child and their family during the transition period.

We aim to help children where development exceeds that which is expected for their age, in the following ways; working with toys and equipment designed for the next stage of education; our planning to reflect and accommodate the additional needs of the child alongside that of their peers; the child to carry out activities with the next age group during focus time, as well as during other periods when the child may benefit from the learning environment; working alongside of parents in supporting the child.

In order to help our children, who have special educational needs, the nursery will adopt a graduated response that recognises there is a continuum of needs, and therefore brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The nursery will record the steps taken to meet the needs of individual children in our care. **Jenny Owen, our SENCO**, will have overall responsibility for ensuring that the records are kept and available as needed with support from Emma Sloan, SENCO assistant.

The role of the SENCO at Little Swans

Jenny Owen, the SEN Coordinator, responsibilities may include:

- Overseeing the day to day operation of the nurseries SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow practitioners
- Managing learning support assistants
- Overseeing and maintaining the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- liaising with external agencies including LEA's support and educational psychology services, health and social services.
- Ensuring a smooth transition into the next educational provision. This may include sharing information and planning transition meetings with parental consent
- Promoting working in partnership with parents/carers.
- Attending training courses where necessary and keeping knowledge up to date and in line with any changes to the SEN CoP.

The role of the SENCO Assistant at Little Swans

Emma Sloan, the SEN assistant, responsibilities may include:

- Assisting staff with observations of any SEN children or children where concerns have been identified
- Helping to keep accurate and up to date information on all children on the SEN register for the setting.
- Liaising with the SENCO to help put in place support for a child
- Attending training courses where necessary to keep knowledge up to date and in line with any changes to the SEN CoP.
- Liaising with parents of children with special educational needs
- Any other duties where necessary to assist the SENCO or management with providing provision or support for children in the setting.

Monitoring Children's Progress

Staffing and staff knowledge/training

- The setting meets EYFS national guidelines on minimum child/qualified staff ratios
- Where the child meets criteria for additional support, this may be applied for from an appropriate external provider such as the Pre-school Learning Alliance, Inclusion Project and Inclusion Support in Early Years.
- The setting receives advice and support through the Local Authority from the Early Years Area Senco team, wherever possible.
- Jenny Owen and Emma Sloan access relevant training including that delivered by the area SENCO Team (wherever possible) and keeps up to date with current legislation, initiatives and requirements.
- Samantha Tranter is responsible for ensuring there are procedures in place for the setting based SENCO to disseminate knowledge, skills and training to all staff.

Identifying children who may have SEN needs within the setting

The nurseries system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, staff may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the child requires help over and above that which is normally available within the particular group. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of children
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Nursery Action

When a practitioner or SENCO identifies a child with special educational needs, the key person will provide interventions that are additional from those provided as part of the nurseries usual differentiated curriculum. This will be called **nursery action**. The triggers for intervention through **nursery action** will be staff concerns, underpinned by evidence, about a child who despite receiving differential learning opportunities makes:

- Little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the nursery

- Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not been working with the nursery, the SENCO may contact them, if the parent is in agreement. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

Nature of Intervention

The SENCO and the child's key person will decide on the action needed to help the child progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time (if possible), to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment.

Play Plans and Care Plans

Some children who have impairments or disabilities but are working within their developmental age bands and therefore do not need any additional support with their learning, will have a Care plan put in place. This will detail their medical needs, or the support they need to help manage their impairment and what strategies staff in the room can use to ensure the child is having their needs met.

After a child with suspected additional needs has been identified and observations made there will be a meeting to decide what course of action will take place. For many children the first point of action is to put them on a Play Plan. This allows staff in the room and parents at home to carry out some activities with the child, not necessarily on a one-to-one basis, which are designed to help support the child to achieve specific targets relating to areas of learning. These activities are discussed between staff and parents. Staff monitor the child carrying out these activities and then during the review process it is discussed whether it is felt the child has made 'adequate progress'. If so the child may be removed from the play plan and monitored. If it is felt they have not met their targets or not made 'adequate progress' then the decision can be made to repeat the play plan process or move them onto an IEP.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Educational Plan (IEP). The IEP will include information about:

- The short term targets set for the child

- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum, and will focus upon two or three individual targets that match the child's needs and have been discussed with the parent/carer, as well as the child, if possible. It should be brief, focused, action-based, manageable and easy to use. The IEP will be reviewed at least twice a year and parents/carers views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in the settings targets.

Early Years Action Plus

A request for support from external services is likely to follow a decision taken by our SENCO and colleagues, in consultation with parents/carers, at a review of the child's IEP. At **early years action plus** external support services will usually see the child so that they can advise staff on new IEPs, with fresh targets and accompanying strategies; provide more specialist assessments to inform planning and the measures of a child's progress; give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for *School Action Plus* will be that, despite receiving individualised support under school action, the child:

- Continues to make little or no progress in specific areas, over a long period
- Continues working at National Curriculum levels substantially below that expected of children a similar age
- Continues to have difficulty in developing skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When school seeks the support of external support services, those services will need to see the child's records in order to establish which strategies have already been employed, and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal room setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the staff member.

Facilities, Staffing and Training

The nursery can provide nappy changing/toileting facilities for all children where appropriate. Our routine can easily be adapted for a child that has physical difficulties. There are a number of entry and exit points to each nursery room accommodating a wide variety of needs. The equipment, resources and furniture are able to cater for most children. Modification and obtaining additional equipment would be considered if a child's needs could be met, this decision would be based on the individual changes needed and be considered by the owner and manager in line with the 'reasonable expectations' guidance of the Equality Act 2010

All staff attend training courses and both Jenny Owen, our SENCO and Emma Sloan her assistant attends training on Special Educational Needs, which is reviewed and updated periodically. Particular training may be given if required in relation to a child's particular need.

The nursery has a folder detailing Special Educational Needs conditions, which is held in the staff room, and is available for staff to access at any time.

The nursery works on a key worker system, to ensure that each child receives plenty of adult time and attention. In accordance with Ofsted regulations, to ensure each child's safety, the nursery operates within strict staffing ratios for each age group. These are as follows:

0-2 years	1 member of staff to 3 children
2-3 years	1 member of staff to 4 children
3-4 years	1 member of staff to 8 children
4-5 years	1 member of staff to 8 children

Staff Qualifications Involved With Special Educational Needs

Any member of staff in the nursery, including trainees employed by the nursery, may be involved in the process of identifying a child with special needs. All qualified staff hold either BTEC/NNEB/NVQ3 qualification. All trainees are working towards a recognised NVQ 2 or 3 qualifications and are closely supervised by qualified staff. Observations carried out by trainees are closely monitored and checked by qualified staff. The SENCO and SENCO assistant work closely with the Behaviour Co-ordinator, Mrs Boulton, as some suspected cases of Special Educational Needs may actually be behaviour issues and vice versa. The manager is regularly informed and kept up to date of any children who may have additional needs.

Transition

- The transition of children with SEN and/or Disabilities 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 who will

arrange a time to do this in a quiet area maintaining confidentiality and the manager/key person may also be invited to join this discussion. Parents may wish to consult the Parent Partnership Service

Monitoring and Reviewing the Policy

- The settings 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

Samantha Tranter, Manager

NVQ Level 4 in Children's Care Learning and Development
Early Years Foundation Degree Autumn 2013

Elaine Boulton, Owner

NVQ Level 4 in Children's Care Learning and Development
Early Years Foundation Degree Autumn 2013