

Abacus Nursery - Special Educational Needs and Disabilities (Policy - Local Offer)

EYFS: 31.6, 1.7, 2.3, 2.5, 3.20, 3.27, 3.28, 3.67, 3.73

This policy has been created with regard to:

- The Special Educational Needs and Disability code of practice Code Of Practice (DFE 2015)
Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Early Years Foundation Stage EYFS

At Abacus nursery we have regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice to identify, assess and make provision for children's special educational needs.

We use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. This provision would be different to or additional from our day to day provision within the nursery. This would include Children who:-

- make little or no progress even when we have worked specifically on an area of weakness
- Takes longer to learn than children of a similar age
- Presents persistent emotional and/or behavioural difficulties which do not improve through the usual practices which are used in our setting
- Has sensory or physical problems
- Has communication difficulties which prevent them participating fully in activities (this does not include children with English as second language)
- Are Gifted and talented

We are extremely confident that we can effectively meet the individual needs of every child attending Abacus. We have a wealth of knowledge and experience in dealing with a vast range of specific needs. If we don't know something we will seek help and advice, read, research and undertake training.

Children who are disabled or have special education needs will be included, valued and supported to progress and enjoy their time at nursery. We will make reasonable adjustments in order for this to happen but cannot change the fact that the baby and toddler unit is on the first floor or that the nursery is located within a converted, residential property without easy wheelchair access.

A good relationship with parents is essential and actively encouraged at Abacus Nursery. This allows two-way communications between staff and parents regarding their child's welfare and developmental progress both in the Nursery and at home.

Abacus will:

- Designate a named member of staff to be the SENCO and share their name with parents
- Have high aspirations for all children and support them to achieve to their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and where possible include the thoughts and feelings voiced by the child
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice an example of this is through termly reports, staff meetings and 2 year checks.
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools.
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Where required E.G a child with complex needs, an Early Years Development journal will be used
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans and work with parents to agree on further support plans (next steps)
- Provide a complaints procedure and aim to make this available to all parents in a format that meets their needs when requested e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.
- Create a statement of intent

Statement of intent

At Abacus Nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

We are committed to working in partnership with parents in order to meet their child's individual needs and develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Two Year Check

The nursery will undertake a Progress Check of all children at age two (the exact age will be reliant on how long the child has been at Abacus/how well we know the child) in accordance with the Code of Practice. This will be discussed with parents and put onto tapestry. When parents provide the child's 'Red book' their two year check will be noticed in this. This focussed 'in depth look' at a specific child's development can highlight areas of concern to ensure early intervention is put in place. The report will be completed and saved onto Tapestry. The child's key person will be responsible for their two year check being completed and management will ensure these are checked to maintain a consistent and fair approach.

Where a child has additional needs:

We feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

From the start we will:

- Allocate a Key person who is responsible for; Completing KP questions to collect valuable information about the child (and family) to help build a 'picture'. Complete 'Early Day Assessments' to monitor and record (shared with parents upon collection) a child's transition into Nursery and use this information to create a baseline assessment on Tapestry to build on.
- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g. gifted and talented children are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities

- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need

The Special educational needs co-ordinators (SENCO) of the setting are Jordyn Jarvis and (deputy) Sophie Poole. We have a SEND lead at the setting however all management are also trained in SEN to ensure there is always someone who can be contacted at the setting.

The role of the SENCO's in our setting includes:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

Graduated Approach;

We follow the SEND Code of Practice recommendation that, in addition to the formal checks above, nurseries should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by an Abacus SENCO and appropriate records will be kept according to the Code of Practice. Where we feel a child needs some extra support we will discuss this as a staff team, make observations and record this in the child's wellbeing file. If after observing and discussing for a short while we still have concerns we will prepare an additional planning sheet to support the child and share this with parents. We update children's development every month and this would be reviewed at the same time. If a child continues to get extra planning for more than 3 months we would then discuss with parents the needs of the child and may start an Assess, Plan, Do, Review (APDR). If we feel a child needs an APDR sooner we would implement this with the parents agreement.

Assess, Plan, do, review;

Assess

In identifying a child as needing SEN support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENCO, in consultation with the parent, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The 'Plan' will, where possible take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

On the agreed date, the key person and SENCO working with the child's parents, and taking into account the child's views, will review the effectiveness of the support and the impact of the support on the child's progress. They will then evaluate the impact and quality of support on the child.

After 3 Assess, Plan, Do, Review cycles where a child is not making the expected progress the Area Senco will be contacted for support, other professionals may need to be informed, a team around the family meeting organised or an EHCP. The SENCO can contact the area SENCO sooner than 3 APDR cycles if needed and deemed necessary.

The nursery SENCO also has a termly 'structured conversation' with the Area SENCO to discuss any children with SEND needs at Abacus, if the conversation is needed.

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there would be an inter-agency assessment (early help care plan EHCP). These early help care plans, should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, nursery practitioner, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help care plan to be effective

The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;

A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a 'child in need' as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.