



SEN Policy.

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This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 2-25 (2015) and references to the following documents:

- The Children and Families Act 2014
- The Equality Act 2010
- The Statutory Framework for the Early Years Foundation Stage (EYFS)

Definition of SEN: “a child has a special educational need if they have a learning difficulty or disability that calls for special educational provision.”

Here at Little Explorers we take a child centred approach to their SEND journey and aim to work as closely as possible with the family as we believe they are the child’s first and foremost educators. We believe parent partnership is key and strive to learn from parental experiences.

We also believe that every child should have the best possible learning opportunities and promote an inclusive practise -providing for all children. We recognise that some children have particular needs or disabilities and we take specific action to support and encourage these children within a caring and nurturing environment. We aim to enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child.

Whilst a child attends Little Explorers they will be assigned a key person, of whom will monitor the child’s progress through observing. It is important to mention that all children are unique and develop at different rates. With this in mind a child must not be viewed as having a learning difficulty based purely on the fact that they are not working to the expected ranges at all times. If parents express worries or concerns we will follow this up thoroughly. We will work closely with the parent and assess if we feel the need to signpost advisory services, as we know early intervention improves long term outcomes for the child. If throughout observation the child’s key person should have worries about their developmental stage- they will work alongside parents and other professionals such as our SENCO’s (Jordan and Claire), health visitor, GP and other professionals to gain a more in depth view of the child’s stage of learning and make an informed judgement following this regarding their level of need. Our aim would be to support children and their families with any aspect of their learning and development, including special educational needs. If this should need to progress please see Working With Other Agencies to see our next steps and process.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of the children the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was made for them.

The code of practice specifies the four broad areas of difficulty:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and or physical development

The SEND code of practice sets out a framework focusing on helping all children to achieve their fullest potential. It is committed to developing an educational service that provides equality of opportunity and high achievement for all children and highlights advice alongside the sectors statutory duties within the following areas:

1. Principles and policies.
2. Working in partnership with parents.
3. Child participation.
4. Identification, assessment and provision.
5. Individual Education Plan.
6. Education, Health and Care Plan.
7. Annual review.
8. Working in partnership with other agencies.

With regard to the SEND code of practice our aims for children and families with additional requirements will be:

The role of the SENCO is to

- Helping children to make a positive contribution
- Provide advice and support other practitioners in the nursery.
- Ensure that appropriate individual education plans are in place.
- Ensure that relevant background information about individual children with special educational needs and disabilities are collected, recorded and updated.
- Ensuring that there is liaison with parents and other professionals in respect of children with SEND.
- Leading the implementation, annual review and update of the SEND policy. The SENCO liaises with Shropshire's Early Years SEND Lead 0-6 to gain advice and support and they may arrange for a visit to the setting to spend time with the child. If any concerns about a child arise, the setting liaises with outside agencies, advisors and we also work in partnership with parents.

Training and specialist equipment

The setting's SENCO's, Jordan and Claire attend termly SENCO forums and the SENCO feeds back to the whole team to ensure all practitioners are up to date with any changes or developments during the setting's termly meetings. Where possible the setting will support any child with SEND with specialist equipment by adapting the setting where needed and also support practitioners to undertake any further training to ensure all children's needs are met whilst in our care. We will also promote disabilities and differences with all children through out our curriculum and teachings to promote positive and inclusive attitudes from all children.

Sharing information within the setting

Due to the size of our setting, we share information informally on a daily basis, as well as discussing any SEND matters where appropriate with all staff. All staff are aware they can talk to the setting's SENCO's Jordan and Claire throughout the day. If we feel there is a SEND matter concerning a child we will begin by talking to the parent/carer. We will arrange a time convenient for both parties and where possible the child's key person will be present along with the settings SENDCO and manager. In some circumstances, it may also be appropriate for the area SENCO to attend. The matters discussed during this meeting are confidential and any information will be stored in the child's personal file. Where we feel a graduated approach is needed to support the child we will follow a 4 step process:

- **Assess** – the child's needs are analysed, using assessments, observations and information from parents as well as any other professionals already involved.
- **Plan** – practitioners, parent's and anyone else connected to the child should be made aware of the child's needs. Outcomes and strategies will be set in an Individual Education Plan (IEP).
- **Do** – the SENCO's and key person work closely with the child and parents to follow the agreed action points on the IEP.
- **Review** – the child's progress will be reviewed by the SENCO's, key person and parents as well as any other professionals working closely with the family.

Education, Health and Care Plan (EHCP)

If a child has not made expected progress, despite us taking action to identify, assess and meet the special educational needs of the child, we will consider requesting an Education, Health and Care needs assessment. The application for an EHCP will combine information from a variety of sources including (not exclusively) the key worker, the SENCO's, parents and other health professionals. Observations will be made, and information gathered to enable a panel of professionals from education, health and social care to decide whether the child is eligible for an EHCP. An EHCP will be provided if it is decided that a child's needs cannot be met by the support that is ordinarily available. We may be involved in contributing to a Multi-Disciplinary Assessment (MDA) meeting which combines information from variety of professionals involved with the child. Once the EHCP has been completed and agreed, it will be kept with the child's learning journey and reviewed with parents/guardians. There will be an annual review which ensures that the child will be reassessed and observed to enable required changes to be made.

Working partnership with other agencies

Meeting the educational needs of individual children requires flexible working on the part of statutory agencies. They need to communicate and agree policies and protocols that ensure there is a seamless service. Working supportively and in partnership with parents and children will ensure that everyone involved understands the responses of the professionals concerned and this leads to a better quality of provision.

Transfer of information to other settings or childminders

If a child attends another setting or childminder, or when it is time for a child to move on to their next stage of education, it may be necessary to have fluid communication links to help

ensure the child's development continues to be supported through consistent and personalised approaches. When a child starts at the setting their parents/carers sign a permissions form documenting whether they agree or not to necessary information being transferred to other settings if this aided the child. The information passed on would only be that necessary to ensuring their continued care including their Individual Educational Plan and any further information which will aid the child's day to day life and development. The settings SENCO's would be responsible for passing on this information if permission has been obtained and this would only be passed on to the other childcare providers SENCO's. It may also be necessary to arrange meetings with the other childcare providers to ensure there is a continuity of care the child. In the event that the family refuse information sharing, the setting SENCO's will work alongside other professionals and the family to ensure that all information is passed to the family and the child's care remains prioritised.

Nursery Education Funding

Local authorities must ensure that all providers delivering funded early education places meet the needs of children with SEND. In order to do this, they must make sure that funding arrangements for early education reflect the need to provide suitable support for these children (SEND Code of Practice 0-25). Shropshire SEND team have a grant available to enable settings to implement support and intervention strategies that are additional to or different from what is normally provided by that setting to other children of the same age. We will assist parents with completing applications for funding. Grant applications must be closely linked to outcomes for the child agreed by parents, the setting and professionals involved with the child. Advice and support may be given in response to an application. Grants are time limited; reapplications will be considered. This is also to support children who have complex SEND and require significant support in order to take up their educational entitlement.