



Individual and Special Educational Needs

EYFS Legal Requirement:

Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice (3.67 PG 29)

Documentation supported by the Special Educational Needs and Disability Code of Practice: 0-25 years (2015)

Every Child Matters Outcome: Positive Contribution, Enjoy and Achieve

This policy applies to:

1. Early Years Register (EYR)
2. Childcare Register (CR)

Aims and Objectives

- At St Bede's Childcare Ltd, we recognise the importance of early identification of any additional needs and through our key person system, observations and data submission we aim to identify and provide additional support where necessary.
- Our key person system ensures that each member of staff has special responsibility for a small group of children, providing every child with quality time and the opportunity to develop close relationships with a familiar adult.
- We understand the importance of effective planning, observation and assessment and through this we are able to monitor and plan for individual children's needs and identify areas for support and development. Effective observations also enable key people to identify children that are exceeding developmental expectations and allows for additional support to be implemented.
- All planning is carried out within the guidelines of the Early Years Foundation Stage Framework 2014 and as a setting; we are supported by Wigan's Early Learning and Childcare Team
- All activities are flexible and can be adapted to meet the needs of all children.



- We seek to involve all parents in the education of their children and encourage their views and opinions, more so for children with additional needs.
- If we consider that children within our care would benefit from additional or external agencies then we will consult with parents and gain consent before doing so.

Identifying SEN

In addition to the formal checks, we monitor and review the progress and development of all children in nursery in line with the early year's outcomes.

Where a child's progress gives causes for concern, we will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessments of the child's needs. A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. If a child has English as an additional language we will consider if any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Special educational provision will be matched to the child's identified SEN. Children's SEN are generally thought of in four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs
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Procedure to follow at nursery

When we identify that there are signs of a child requiring additional support we follow this procedure to ensure the needs of the child are being met.

- Any signs of developmental delay, behavioral issues or children exceeding expectations should be reported to the designated officer or nursery manager.
- It will then be required that you make a written report about your identified area, including observations, planning and evidence of your claims. (children will be allocated their own confidential book)
- The parents will be asked to come into the nursery to discuss our concerns
- The child will be observed regularly, in particular the specified area of need or advancement



- The child will be observed and these will be recorded, again in the child's individual logbook
- All records of concerns and meetings will be kept on file
- If there are still concerns a discussion will take place at an IPM as to whether a referral can be made to the LA if the individual child meets referral criteria.
- Consider Early Help assessment

Any concerns regarding development delays or additional needs will be closely monitored by the child's key person and SENCO. Observations will be made and recorded and staff will hold discussions with the designated special educational needs coordinator (SENCO).

The parents will be informed at every stage and all discussions will be recorded and a signature provided by the parent or carer. The child's key person will liaise with the SENCO and parents and any areas of concern will be focused on within the planning and observations will be made.

Further support may include:

- SEN support plan – these are specific targets for the child to achieve in relation to their development on a suitable time scale.
- Referral to external agencies – i.e. speech and language, educational psychologist, physiotherapist etc

Any actions will be based on the individual child and their needs as well as the needs of the family. The SENCO will be available for parents to speak to and to offer support and guidance throughout the process. It is not always relevant for children to need this level of support and often the team and key person can achieve the required outcomes, however there is further support available if required.

We will regularly review and evaluate the quality and breadth of the support we offer or can access for children with SEN or disabilities.

Involving Specialists

Where a child continues to make less than expected progress, despite evidence-based support and interactions that are matched to the child's area of need, we will discuss involving appropriate specialist agencies at an IPM with ELCC team. We will involve appropriate specialists, for example, health visitors, speech and language therapists, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress.

The decision to involve specialists will always be taken with the child's parents.

IPM – Inclusion progress meeting



The settings SENCO is able to book onto these meetings to confidentially discuss individual children's development and needs with the Area SENCO from Wigan Early Learning and Childcare. Their role is to:

- Provide advice and guidance to support the child, key person, setting and family
- Providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
- Strengthening the links between the setting, parents, school, social care and health services
- Developing and disseminating good practice
- Supporting the development and delivery of training for both individual settings and on a wider basis
- Developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes

The area SENCO plays an important part in planning for children with SEN to transfer between early year's provision and schools. At the end of each term staff and management will collate each child's developmental information for data submission to Wigan early learning and childcare team. This data shows all children's levels of development within the setting, highlighting whether children are delayed, at risk of delay, expected or ahead. This information is then discussed with the child's key person and SENCO and appropriate planning, activities and resources will then be provided for the child.

Requesting an Education, Health and Care needs assessment

Once a child is referred to the ELCC team they can offer support and guidance to the SENCO and the family. We can request additional resources to provide additional support and this includes one to one support from a targeted support worker. Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child had not made expected progress, the setting could consider requesting EYAR's (Early Years Additional Resources) after a discussion with the ELCC team at an IPM. All of the evidence that the nursery has collated, reports, intervention evaluations, educational psychology reports will all be collated and an application made in partnership with the family. We have access to drop in sessions to support us to collate this evidence.

Transition

SEN support will include planning and preparing for transition, before a child moves on to another setting or school.

Designated Officer

The name of the designated officer is: Rachel Rourke.

Rachel regularly attends training to keep up to date with SEND processes.



Role and Responsibilities

As designated officer, Rachel has attended up to date training and has a duty and responsibility to:

- Ensure all practitioners in the setting understand their responsibilities to children with SEN and the settings 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

Useful Numbers/Legislation:

Inclusion Team: xxxxxxxx

(Contact Name:xxxxxxxxxxxxx)

0-25 Special Educational Needs and Disability Code of Practice

Children and Families Act 2014

Equality Act 2010

Special Educational Needs (Personal Budgets) Regulations 2014

Special Educational Needs and Disability Regulations 2014

Statutory Framework for the Early Years Foundation Stage



Procedure

A child with a Special Educational Need may have learning difficulties or disabilities; these may make it hard for the child to progress alongside children the same age as them.

A child may have a Special Educational Need in many different areas for instance, physically, emotionally, verbally, socially etc.

Many children may have a Special Educational Need during their life, the nursery or other organisations that the child may attend will, in most cases, be able to overcome these difficulties. Upon identification of a special education need, all adults involved with the child will devise a plan together of the child's needs. This will be reviewed on a monthly basis by the nursery SENCO along with the child's key person and parents. Where little or no improvement is made, the nursery will contact specialist services for further support and advice. The nursery will follow the Assess, Plan, Do and Review cycle with our children and will ensure that all our children are regularly reviewed in line with this policy.

Transition into school

Each child leaving the setting for school will have a development transition report sent onto their chosen school prior to their start date. Children with an SEN will require further planning and preparation before they start school. The transition document for a child with an SEN will also include a review of the SEN support the child is receiving or the Early Health Care Plan. This will be agreed with the parent. The Reception class teacher/learning mentor from the child's school will be invited to see the child in setting and speak with their key person in more detail.

Little Rainbows believes that all children have a right to experience and develop alongside their peers no matter what their individual needs.

Each child's needs are unique therefore any attempt to categorise children is inappropriate.



Children learn from interacting with other children and by giving them these positive experiences we will be able to help them develop as far as practicable for them, no matter what their individual need.

We are committed to working alongside parents, to enable us to help provide a consistent approach to allow the child to develop to their full potential.

The nursery has accessibility by the entrance and a button at a height a wheelchair user can access to release the main door. We will ensure that appropriate adaptations will be made to suit the individual needs of the child if the need arises. Within our admissions policy we assess the individual needs of the child and our environment and if we feel we need to alter or amend our environment we will where suitably possible do this.

The nursery has adequately private changing areas and toilet facilities for children and they are accessible to children of all ages.

All children will be given consideration as to their individual stages of development, capabilities as a learner and individual needs. We do not discriminate against children's racial origins, culture, social background, gender or special needs.

We will allow the children the opportunity to learn, develop, progress and achieve whilst attending our club.

We encourage the children attending the nursery to consider feelings of others, and to treat them as they themselves would like to be treated.

Individual children's records will be kept confidential within a locked cabinet in the Managers office and can be accessed by the parent/carer, the SENCO coordinators and the Local authority when permission has been sought.

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