

HACKENTHORPE HALL NURSERY -

POLICY - Special Educational Needs and Disabilities (SEND) (September 2022)

The information below is taken from the SEND Code of Practice 0-25 of which the Nursery follows:-

- Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the nursery and requires special educational provision, we will make that provision.
- In all cases, we aim for early identification and intervention which can significantly reduce the need for more costly interventions at a later stage.

Principles in practice include;

taking all views into account	considering whether parental vulnerabilities affect their understanding of the child's needs	enabling everyone to take part in decisions	working with all agencies to provide support
identifying need	high quality provision to meet those needs	inclusive practices & removing barriers	Helping children to prepare for school and onto adulthood

The Role of the SENDCo;

Our SENDCo and Deputy ensure

- all practitioners in the nursery understand their responsibilities to children with SEN and the nursery's approach to identifying and meeting SEN
- advise and support to all colleagues
- parents and carers are closely involved throughout and that their insights inform action taken by the nursery
- liaise with professionals or agencies beyond the nursery

Identifying Special Educational Needs and Disabilities in the Early Years;

In addition to the formal checks, our early years practitioners working with children will monitor and review the progress and development of all children throughout the early years.

- Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners will consider all the information about the child's learning and development from within and beyond the nursery, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs.
- From within, our practitioners will particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development.
- Where any specialist advice has been sought from beyond the nursery, this information will inform decisions about whether or not a child has SEN.
- All the information will be brought together with the observations of parents/carers and considered with them.
- 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. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, we will assess children to determine whether there are any causal factors such as an underlying learning or communication difficulty.
- If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, will be adopted using the "Early Help Assessment Form"

Special Educational Provision should be Matched to the Child's Identified SEND

Children's SEND are generally thought of in the following four broad areas of need and support;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

- These areas give an overview of the range of needs that we plan for. However, individual children often have needs that cut across all these areas and their needs may change over time.
- The special educational provision made for a child will always be based on an understanding of their particular strengths and needs and will seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.
- Support will be family centred and will consider the individual family's needs and the best ways in which to support them.

SEND Support in the Early Years

- It is particularly important in the early years that there is no delay in making any necessary special educational provision.
- Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties.
- Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adulthood.
- Where we identify a child as having SEN we work in partnership with parents/carers to establish the support the child needs.
- Where we make special educational provision for a child with SEN we inform the parents/carers of the child.
- We aim to adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess

- In identifying a child as needing SEN support, the child's keyperson will work with the nursery SENCO and the child's parents/carers and 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 nursery.
- Where professionals are not already working with the nursery, the SENCO will contact them, with the parent/carer's agreement.

Plan

- Where it is decided to provide SEN support, and having formally notified the parents/carers, the key person and the SENCO will agree, in consultation with the parent/carer, 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.
- Plans will take into account the views of the child if possible.
- 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 will be identified and addressed.
- Parents/carers will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home

Do

- Key early years practitioners which is usually the child's key person, remains responsible for working with the child on a daily basis.
- With support from the SENCO, they will oversee the implementation of the interventions 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

- The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date.
- The impact and quality of the support will be evaluated by the key person and the SENCO working with the child's parents/carers and taking into account the child's views. Together, they will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers will have clear information about the impact of the support provided and be involved in planning next steps.
- This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents/carers will be engaged with the nursery, contributing their insights to assessment and planning. Intended outcomes will be shared with parents/carers and reviewed with them, along with action taken by the nursery, at agreed times.
- The graduated approach will be led and coordinated by the nursery SENCO working with and supporting individual practitioners in the nursery and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.
- Where a child has an EHC Plan, the local authority will review that plan as a minimum every twelve months. As part of the review, the local authority can ask the nursery to convene and hold the annual review meeting on its behalf

English as an Additional Language and SEND

- Identifying and assessing SEN for young children whose first language is not English requires particular care.
- We will look carefully at all aspects of a child's learning and development to establish whether 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.

Involving Specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, our SENCO will consider involving appropriate specialists, for example;

1. health visitors
2. speech and language therapists
3. Portage workers
4. educational psychologists
5. specialist teachers

These professionals may be able to identify effective strategies, equipment or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child's parents/carers.

Requesting an Education, Health and Care Needs Assessment

Where, despite the nursery having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the nursery will consider requesting an Education, Health and Care needs assessment. EHCP Needs Assessment

Transition

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

This can also include a review of the SEN support being provided or the EHC plan.

To support the transition, information will be shared by us with the receiving setting or school.

We will agree with parents/carers the information to be shared as part of this planning process