

Special Educational Needs & Disability Policy

Part One:

1. Wyke Community and Children's Centre values the inclusion of all children and their families, this policy helps us identify any additional needs so that we can provide the best possible care, support and learning environment. Staff will work closely with parents/carers and all relevant professionals from health and education, this will ensure that children's needs are understood and any 'next steps' identified can be put in to place by all professionals involved. Our nursery has Special Educational Needs and Disability Co-ordination who is responsible for all aspects of children's additional needs, the name of our current SENCO is Sarah Walker.

1.1 Objectives

At Wyke Community and Children's Centre we will;

- Ensure the special educational needs of each child are identified, assessed, provided for and reviewed regularly.
- Create an inclusive environment that meets the special educational needs of each child, including specialist resources and equipment, as appropriate.
- Listen and respond to the child's voice, including their interests, learning styles, motivations, responses and behaviour.
- Work in partnership with parent/carers in supporting their child's education.
- Identify the roles and responsibilities of staff in providing for children's special educational needs and provide relevant training as necessary.
- Work in partnership with outside agencies who provide specialist support for children with special educational needs.
- Recognise, value and celebrate children's achievements, however small.
- Work within the Equality and Diversity policy, to ensure that all staff promote equality and inclusion, avoiding discrimination of any kind.
- Be aware of and where necessary make individual safeguarding plans for children with a SEN or disability.

1.2 Implementation & Procedure

To support the early identification of additional needs we will:

- Record observations in all learning areas and use these as a guide to completing the 'My Learning Picture', the 'Two Year Old Assessment', the 'Every Child A Talker' and 'The Early Support Journal'.
- Note and share any concerns if a child is having problems in any learning or social area.
- Invite parents/carers to meet with the key person and SENCO to discuss the needs of their child and agree a course of action to address these needs. A follow on meeting will take place to discuss action taken and agree an Individual Education Plan (IEP) or My Individual Support Plan, which can include small achievable targets and Early Assessment Tools which are completed termly alongside their summative assessments.

- Speak to parents/carers about any additional care and support needed, we always discuss this with the parent /carer first using a graduated approach.
- Work together with parents/carers and other professionals to continue to support the child.

1.3 Roles and Responsibilities

All employees have a responsibility for ensuring that they understand and follow this policy and procedure.

SENCO will;

- Work positively with all members of our nursery to promote inclusion.
- Ensure appropriate procedures are in place working with and including children with SEN and disabilities.
- Liaise with nursery practitioners and external agencies to ensure planning and assessment is differentiated to reflect the needs of the children with SEN and disabilities.
- Liaise with nursery practitioners to discuss and put in place Individual Educational Plan's (IEP) or My Individual Support Plan's (MISP) and offer advice to support key persons in identifying children's strengths and areas for further development to develop meaningful 'next steps'.
- Maintain an 'SEND Register' naming the children with SEN and disabilities, area of need and their stage within the SEN code of practice.
- Keep nursery practitioners updated regarding the needs of the children with SEN or disabilities.
- Work closely with the SEN Equality and Access officer who supports in observing, monitoring and assessing children with SEN and Disability needs.

Part Two:

2.1 Identification, Assessment and Reviews of children with SEN or Disability.

In our nursery we follow the SEND Code of Practice (2015) on the identification and assessment of Special Education Needs and Disability. We offer a graduated approach to ensure that all children make good progress. Children with additional needs will have access to a differentiated curriculum and a level of support necessary to be able to allow children to access all activities as fully as possible.

Parents will be kept completely informed at all stages of their child's Individual Education Plan (IEP) and where appropriate, Health and Medical care plans, My Individual Support Plans (MISP) and Early Support tools (Speech and Language Tracker and Early Support Journal), these will be written and reviewed every term. Early Support tools help SENCO and key persons to identify early intervention where necessary. Home Play packs and Early Interaction groups are then used to support the learning and developmental needs of the child.

Parents/Carers are involved in this process every step of the way. All plans are written and reviewed with parents every term. To keep parents involved we encourage parents to: take home Home Play packs for them to do with their children, input into their child's Summative assessments through

uploading observations from Home to Capture Education Online and attend termly parents evenings to help understand their child's current developmental level and input into any next steps.

The purpose of our local offer is to improve choice for families by providing information about our service available for young children who have special educational needs and/or disabilities (SEND).

Wyke Community and Children's Centre are committed to providing an appropriate and high quality provision in the Early Years Foundation Stage Curriculum for all the children living in our locality. We value the inclusion of all children and their families and this policy helps us identify any additional needs so that we can provide the best possible care, support and learning environment.

2.2 How our setting knows if young children need extra help and what our parents should do if they think their child have special educational needs and disability (SEND)?

When our children start nursery, they are allocated a key person. The role of the key person is to develop a trusting and caring attachment with children so they can monitor and track their development in line with the Early Years Foundation Stage requirements. We believe that enabling strong attachments with key persons, helps children to thrive and develop in their early education. Within the first six weeks of a child starting, it is vital for the key person to monitor and carry out observations to be able to complete summative assessments. This also enables the key person to be able to plan for children using their interests.

If a parent is worried or wants to raise concerns over their child's development their first point of call can be to speak to their key person, the key person would then raise your concerns to the nursery manager (Joanne Hayhurst) and SENCO (Sam Crossland). The SENCO will then explain that the key person needs to complete the child's summative assessments, this then shows signs if a child is displaying developmental delays. If this occurs our SENCO would conduct a meeting with them self, the parent and key person to discuss the child's next steps. The SENCO may also ask the parent's permissions to speak to their health visitor to see if they have raised any concerns

2.3 How our setting supports young children with SEND.

In nursery we try our utmost best to support children with special educational needs and disability. We aim to provide an inclusive, high quality learning environment, aiming to cater for all children's individual needs.

Children with SEN and/or disability display different needs to others, which impacts on the range of support they need. When a key person has completed summative assessments (My Learning Pictures and Every Child A Talker) this then shows where a child is ranging developmentally. If the child is showing signs of significant delay our SENCO will provide the key person with an Early Support tool called an Early Learning Journal, this tool focuses on the prime area of which the child is delayed in and provides a breakdown of the Early Years Foundation Stage milestones to be able to meet smaller more achievable targets. Early Learning Journals helps key persons and SENCO to pin point where the child need extra support in.

If a child continues to show signs of delay throughout the next terms, we would conduct a meeting with parents and ask for permission to involve other professionals. We would explain our reasoning and show our evidence through summative assessments and observations. With parental consent and signature a referral form would be sent to the correct outside agency. This can involve professionals such as; area of SENCO, Speech and Language Therapist and Health Visitor, dependant on the need of the child. If a child shows severe developmental delays, the meeting's and parent involvement will still be the same, however we will ask for

permission to involve a one to one support worker. The one to one support worker would be allocated as the child's key person, receiving constant one to one supervision and care. This gives the child the consistency and support they need to be able to develop and achieve their personal targets. All information is shared with parents/carers throughout the whole process. Parents can speak to their key person daily about their child's day as well as updates or reports about communication with other professionals.

We believe we provide very effective wrap around care for all children, we have a range of provisions and resources especially for children with SEN and/or disability and we review these using the children's interests. If a child is interested in a particular object or a way the object works we will try and provide different resources for the child to use. As well as using our nursery environment, practitioner's and one to one support can take their key children in to a quieter room, or into the sensory room, as some children find it easier to engage in a quieter environment. Key persons/ one to one support workers ensure that all resources and provisions are effective for the child's specific needs. They do this through monitoring and observing whether the provisions are working.

2.3 How our setting creates learning and development opportunities for individual children with SEND?

Wyke Community and Children's Centre ensures to create an inclusive environment for all children, creating equal opportunities for all children to develop and strive as an individual. To be able to evidence this, all our children have an individual learning journal, in which key persons input photos and observations of their key child's learning and development throughout their Early Education. Our learning journals back up the evidence of our termly summative assessments, where we track children's learning and development and decide on the child's next steps. This is liaised with parents, where they can also decide on next steps for their child.

If a child is showing delayed signs in any areas of the Early Years Foundation Stage key persons will assess the child with additional assessments which breaks down the Early Years Foundation Stage milestone's in to small more achievable targets. This is called an Early Learning journal, which helps practitioners to pin point where a child is achieving and the specific areas of development needed for next steps.

As well as this, children who receive additional support follow provisions maps and session plans. The provision map and session plan breaks down personal targets of what the child can be developing to achieve on a daily basis throughout different points of the day, included in the nursery routine. Therefore children are still being included within the daily routine of nursery being treated equally as an individual. These are reviewed termly, either changing their next steps or keeping them long term dependant on the child.

Practitioners also run additional groups for if children are delayed in their development, we run an Early Interaction group for young children, focussing on speech and language, understanding of routine and personal, social and emotional development and a Focussed Group for older children focussing on personal, social and emotional development and turn taking skills. These groups are also evaluated termly, showing the progression of our children's specific learning areas.

2.4 How our setting works in partnership with parent/carers?

As a setting, we ensure we work with parents/carers as effectively as possible. All key persons ensure that on the time of arrival or pick up, they to speak to their children's parents/carers. We believe it is the utmost importance to involve parents/carers throughout the whole of the child's early education, as they know their children best.

Other than speaking to parents daily, we facilitate termly parent's evenings. These consist of an allocated number of days and times on which the parent/carer and key person can discuss together. This gives the chance to have a one to one discussion about their child's learning and development and to discuss their

child's next steps. Parents can also provide input and discuss other next steps as they feel necessary as well as any other queries or concerns you may have.

Parent/Carers can always speak to a member of staff, or SENCO or Management whenever they need. As a setting, we involve parents and carers in all aspects of decision making involving their children's learning and welfare, we value their wishes, thoughts and opinions and take this into account. If the primary carer did not collect their child on a day, then we would still inform the secondary carer about their child's day, however if it was confidential or private SENCO would ring you directly.

As well as key persons informing parent/carers about their child's overall development, parent/carers also have the opportunity to write down home observations. We highly encourage parents and carers to write down observations if they feel their children have achieved something. We also ask parents to write down home observations if key persons are struggling on a particular area of learning, as children learn and behave differently in other environments.

2.5 How our setting supports the well-being of young children with SEND?

In nursery, daily risk assessments are carried out in a morning and afternoon indoors and outdoors to ensure the safety of their learning environment is in order. All activities that nursery provides are assessed to ensure the safety of children and that risks are kept minimal, however all activities are supervised by a member of staff. Using risk assessments enables us to assess what potential risks may happen and what we would do to prevent this. As we are an inclusive nursery, all activities we provide are for all children to participate in, depending on the type of activity, practitioners will alter activities for all children to engage in. Children with special educational needs or disability have all the same experiences as other children do too. Encouraging children with special educational needs or disability to explore an activity can be a way of understanding if they are interested or dislike the activity. One to one support workers will observe the child's eye contact, body signs or facial expressions if there is no speech to determine if the child likes an activity or not.

If a child has a disability or any sort of health need (Illness, Allergy), a health care plan would be devised with our SENCO and the child's parents/carers. This document is so all members of staff within the nursery understand the individual care they need to provide to meet the child needs. We do also administrate medicine and ask parents to fill out a medicine form, however this has to be prescribed from the doctors. If the medicine is not prescribed we cannot give the child the medicine, these are kept away from the child in a safe place.

As a nursery we highly promote positive behaviour and use a range of techniques to support this. We verbally praise children on a daily basis as well as using stickers as a reward. We also have a 'WOW' board, and if a child carries out a good deed their name and what they have done goes on the board, these are then given to parents. Other techniques used have been Star of the Day, where the child receives a star and certificates.

2.6 Staff training and experience in supporting young children with SEND.

Our nursery SENCO has undertaken a variety of training relevant to fulfil her job role. Sarah (SENCO) has initially completed the main role of the SENCO along with termly SENCO forums which include new requirements which may take place, such as transitioning and new policies or legislations that need to be implemented. These forums give Sarah the up to date knowledge she needs to be able to implement back in to practice. Sarah also undertakes other relevant training, which she feels will benefit her job role in understanding children with special educational needs or disabilities.

Our one to one support workers also require to uphold relevant training to adhere to working with children with special educational needs or training. Each support worker hold different types of training and

qualifications. As well as Sarah, when relevant training is apparent support workers will attend these to broaden their knowledge and experience in to working with children with additional needs.

All practitioners within the nursery hold a safeguarding qualification as well as first aid training. All practitioners within nursery and the centre attend in house safeguarding training yearly to refresh own knowledge and practices within following our policies and procedures. All practitioners can attend any training which becomes available. We highly believe in self-improvement and encourage practitioners to further their knowledge and take part in any available training which they or I feel is beneficial towards them.

As well as training for self-improvement, practitioners have been trained in a variety of approaches to be able to adapt to different ranges of SEN. Some practitioners have been past trained in Makaton, Autism, One to One Interaction and Behaviour Management training as well as many others. This enables staff to be able to adapt resources for other great levels of support, making learning challenging for all children to achieve at their utmost best.

2.7 Specialist's services and expertise accessed by our setting?

We access a variety of services dependant on the individual needs of the child. Our main source of contacts with other professionals are Area of SENCO, Speech and Language Therapists and Health Visitors.

If a child has been referred for a speech and language assessment, a professional will come to our setting observe the child and speak to Sarah (SENCO) and the child's key persons to talk about what they have observed and the next steps for the child. Speech and Language Therapist (SALT) will also speak to parents about their observations as well as conducting a report. As well as SALT making their own observations they also provide the key persons and parents with activities or ideas on how they can encourage the child's development too.

The LA SENCO (Equality and access officer) also attends the setting by appointment to observe the children under special educational needs and disability. The equality and access officer has a meeting with our SENCO as well as observing the children, advising us on how to cater for the individual child, using specific techniques.

We have worked with a variety of professionals as it depends on the specific need, past experiences have been with the physical and medical team for children with disability, Occupational health, Family Support and other services.

2.8 Our accessible environment.

Our centre is wheelchair accessible in the sense that we have a ramp at the entrance which leads up to the main entrance of the centre. In nursery we will always try and lay out the nursery environment according to the mobility needs of the children. The equality and access officer can support us by assessing the environment, elaborating on ideas on how to make the nursery environment more accessible for special mobility needs.

Practitioners want to ensure that their provision matches the development and learning needs of all their children. When we have children with English as a second language, we ensure to work with their parents to establish what the child does and does not know. Sometimes parents can communicate or write down key words which their child knows. As well as this, practitioners learn key words in the child's primary language, to be able to gain minimal language between each other. When it is time to complete

Practitioners want to ensure that their provision matches the development and learning needs of all their children. When we have children with English as a second language, we ensure to work with their parents to establish what the child does and does not know. Sometimes parents can communicate or write down key words which their child knows. As well as this, practitioners learn key words in the child's primary language, to be able to gain minimal language between each other. When it is time to complete summative assessments,

the child's key person would ask the parents/carers if they can complete this together, to be able to receive a bigger insight on how the child is at home, as the language barrier can be difficult. Children with English as a second language help practitioners by communicating through eye contact, facial expressions and pointing, until the child feels comfortable learning new words.

2.9 How our setting prepares and supports young children with SEND when joining the setting and when transferring to another setting or school?

For all children and parents as well as children with special educational needs or disability we ensure we abide by our transition policy. Transitioning to nursery can be a big scary process for children and parents, and we want to make this transition as smooth as possible.

Before children start we would arrange a home visit. A home visit is the first initial visit for parents and children to meet two of our practitioners. One practitioner would be management and the other potentially their key person, dependant on session times and days.

At Wyke Community and Children's Centre, we want to make this process a positive experience, focussing on the child's individual needs. We make the initial transition at home as this is a comfortable environment for the child, in which they can feel confident and happy. One practitioner will speak with the parents and complete necessary forms and answer any questions they may have, the other will engage with child with the resources we have brought for the child to explore with and play. After the home visit is completed we would arrange a date and time for the child's first settling in session. At the first session we ask parents to stay with the child for the minimum time of one hour. This gives the child time to explore our nursery but with a familiar face by their side. The rest of the settling in sessions are dependent on the child's individual needs. The next process would be to arrange for a second settling in session, this would be the same process as the first however for a longer period of time. If children are happy and confident to venture off in to our nursery environment we would ask parents to wait in the reception area depending on how the child reacts. Transitions can be as long or short as you like, this solely depends on how the child settles. This is something which will be a step by step process communicated between parents and practitioners. We would never start the child's sessions until parents and practitioners felt the child was completely happy and confident to start nursery.

When the child becomes of age to start school we also abide by our school transitioning process. Together, I and our local school teachers arrange a number of meetings for them to meet the child and their key workers. Initially the teachers will attend and meet our children in the nursery environment. We decide to do this first as the children will feel comfortable and confident within the nursery environment. Teachers introduce themselves, communicate with the children and simply observe their play. The next process would be to conduct a small meeting with the key persons, or management to pass over children's summative assessments and a chance to look through their learning journals. This give the teachers the chance to get some insight on the children and to see if they have any individual needs or requires extras support.

2.10 How our setting organises its resources to meet the needs of young children with SEND?

All our children have the same access to all of our nursery provisions, including the back room, conservatory and outdoors. All resources and the environment are equipped for all children to access. However depending on the additional need or disability of the child, we have had experience in working with SENCO and the Physical and Medical Team, who help to assess the environment, giving us ideas on how we can change around the nursery environment in order to cater for children with specific needs. Dependant on the child's additional need, practitioners may have specific training to be able to provide the support or health needs for the child.

2.11 How we decide on appropriate support for young children with SEND and involve all parents/carers in our setting.

All parents/carers are involved throughout the whole process of decision making and deciding what will best support their child. If other professionals are involved they will explain to the parent/carers how they fulfil their role in supporting their child as well as giving ideas on what parents can do at home. If everyone involved engage in similar activities or experiences for the child, this will provide consistency from them.

The child's key person will always involve parent/carers in their child's nursery everyday life. As well as creating a learning journal of everything the child learns, the key person will always make the time to speak to parents on the day of arrival or pick up about their day and arrange termly parent's evenings to share summative assessments and discuss the child's learning and development.

2.12 Who to contact for further information

Joanne Hayhurst – Nursery Manager: 01274 800500

Sam Crossland – Setting SENCO: 01274 800500

Bradford council provides a local offer for parents and carers with special educational needs and disability on information about what activities and support is available in the area where you live.

Bradford's Local Offer: <https://localoffer.bradford.gov.uk/thelocaloffer.aspx>