

Special Educational Needs and Disability Policy

The Special Educational Needs and Disability Code of Practice (2015) defines Special Educational Needs as follows:

“A child or young person has Special Educational Needs if they have a learning difficulty which calls for Special Educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age.
- has a disability which prevents or hinders him or her from making use of facilities of kind generally provided for others of the same age in mainstream schools or mainstream – post 16 institutions.

For children aged 2yrs or more, special educational provision is education or training provision that is additional to, or different from that generally is made for other children of the same age. For a child under the age of 2yrs, special educational provision means educational provision of any kind.

A child under compulsory school age has a Special Educational Need if he or she is likely to fall within the definition shown above when they reach compulsory school age, or would do so if Special Educational provision were not made available to them.

At Aston University Nursery we recognise that all children have the right to access a broad and balanced curriculum, allowing them to progress and learn at a pace and level reflective of their individual abilities. The nursery believes that all children have a right to gain experience and develop their knowledge and understanding alongside their peers no matter what their individual needs, and are committed to the inclusion of all children

Admissions

(See Admissions Policy)

When enquiries are made about a place for a child in our nursery and that child already has Identified special needs, every effort will be made to ensure that child is offered a place, in accordance with this policy's stated aims. That is, working closely with Parents/Carers, and in consultation with other agencies, prior to admission. It is essential prior to any child starting that the nursery has all the information and skills to care for the child. This becomes a greater priority for a child with SEND. In some cases, if specialist provision is required, i.e. resources, training it may not be possible for the child to start until this is in place.

The individual needs of all children will be considered fully. The nursery will be flexible in its settling-in procedures to allow for individual needs and will allow extra time where required.

Identification and Assessment

Staff at Aston University nursery work closely with their key groups of children and observe them on a daily basis both during planned activities and conversation but also through child initiated play and written observations of what the children do throughout their day. Observations are recorded as part of a child's learning journey and progress is closely monitored by the key worker and overseen by the Room Leader. Children are assessed using the non-statutory Early Years Outcomes divided across the 7 areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

If a member of staff has a concern about a child then they will raise this concern with a member of the SENCO team. Together they will determine the best course of action to support the child's development.

When a child is aged between 2 and 3yrs a child's key worker will review progress providing parents with a short written summary of development. This is an additional tool used to identify any additional support a child may require. They may deem it necessary to involve the setting SENCO or the Area SENCO.

Special Educational Needs – Code of practice

Children's SEN are generally thought of in the following 4 broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or play needs

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.

Where we identify that a child may have SEND we will work closely with parents to establish and support the child's needs.

Whilst we understand that identification of SEND can be a difficult time for parents and we will provide as much support as is required, it is essential that we act quickly to gather information in order to work with other professionals and gain the necessary guidance to help to provide the best possible opportunities for the child.

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that the nursery should adopt a graduated approach to assessment following the 4 stages of Assess, Plan, Do, Review.

Assess

In identifying a child as needing SEND support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should 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 should contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, 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 should take into account the views of the child. The support and intervention provided should 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 should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO should support the practitioner 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 should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside colleagues and parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Developing a Positive Partnership with Parents

A good working relationship with parents/carers is paramount to the education and development of every child. We welcome a parents/carers guidance and knowledge because they know their child best. We would like parents/carers to know that they are always welcome in the nursery to discuss any concerns they might have. Arrangements can be made for private discussions at a mutually convenient time. If any member of staff has any concerns about a child in our care they will always discuss any action that may need to be taken with either the child's key person or the SEND co-ordinator. This will then be discussed with the parents.

We ask parents to keep us to date with any changes to their child's health, medical or developmental needs. Parents are encouraged to attend scheduled appointments with other professionals, including Health Visitors, in particular the 2yr old development check. We also strongly recommend that parents ensure that their child attends regular dental and optometry appointments no matter how old they are.

Links with Support Services

The setting based SENCO receives advice and support, through the Birmingham City Council Area SENCO team. These teachers and early support workers promote inclusion by providing training for those who work directly with children with SEN and disability.

Our SENDCo's:

Stephanie Lloyd
Alisha Tariq

Internal use only

This policy was adopted on	June 22
Signed on behalf of the nursery	
Date disseminated to staff	
Date for review	June 23