

Special educational needs (SEN) and disabilities

The new Special Educational Needs and Disability Code of Practice was published in June 2014 for implementation in September 2014. It is available at:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/Code_of_Practice-Final-10June2014.pdf

Hard copies of the code can be purchased from NDNA.

EYFS: 1.6, 2.3, 2.10, 3.67

Here at the Next Generation nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a positive and welcoming environment where children are supported according to their individual needs.

We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child's life or may require longer-term or lifelong support. At all times we will work alongside each child's parents and any relevant professionals to share information, identify needs and help the child and their family access the support they need.

In accordance with our admissions policy, we are committed to providing a childcare place, wherever possible, for children who may have special educational needs (SEN) and/or disabilities according to their individual circumstances, and the nursery's ability to make any reasonable adjustments in order to provide the necessary standard of care. All children will be given a full settling in period when joining the nursery according to their individual needs.

Where we believe a child may have learning difficulties and/or a disability that has not previously been acknowledged, we will work closely with the child's parents and any relevant professionals to establish the child's needs and to secure any action that may be required. We recognise that children with disabilities may not have SEN but may need the nursery to make reasonable adjustments to enable them to make full use of the nursery's facilities.

Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:

- liaising with the child's parents
- observing each child's development and monitoring such observations regularly
- liaising with any other relevant professionals engaged with the child and their family
- seeking any specialist help or support
- researching relevant publications/sources of help
- reading any reports that have been prepared
- attending any assessment or review meetings with the local authority/professionals.

Legal framework and definitions

The relevant legislation underpinning this policy includes:

- [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)
- [The Children and Families Act 2014, Part 3](#)
- [The Equality Act 2010](#)
- [Special Educational Needs and Disability Regulations 2014](#)
- [Statutory Framework for the Early Years Foundation Stage \(from September 2014\)](#)
- [Working Together to Safeguard Children 2013](#)

We use the definitions set out in the law to describe SEN and disabilities. (SEND)

- A child has SEND if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.
- A **learning difficulty or disability** means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age; and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.
- For children aged two or more, **special educational provision** is educational provision that is additional to or different from that made generally for other children of the same age. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has SEND if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.
- A **disability** is defined in the [Equality Act 2010](#) as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they are also be covered by the SEND definition.

Aims

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). We have clear arrangements in place to support children with SEN and disabilities.

We aim to:

- Recognise each child's individual needs through gathering information from parents and others involved with the child on admission and through our procedures for observation and assessment
- Ensure all staff understand their responsibilities to children with SEN and disabilities and have regard to the guidance given in the Special Educational Needs and Disability Code of Practice 2014
- Plan, provide or help parents to obtain any additional help or support for any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision, making reasonable adjustments where needed
- Provide well-informed and suitably trained practitioners to help support parents and children with special educational needs and/or disabilities
- Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies
- Share any information received and assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Seek any additional help needed including requesting an Education, Health and Care (EHC) Needs Assessment where the nursery's own actions are not helping the child to make progress
- Work in partnership with parents and other agencies in order to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Ensure that gifted and talented children who learn more quickly are also supported
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices

- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Methods

We will:

- Develop and maintain a core team of staff who are experienced in the care of children with additional needs. Staff will be provided with specific training to help them make any special educational provision needed and meet the requirements of the Special Educational Needs and Disability Code of Practice 2014
- Identify a member of staff to be our Special Educational Needs Co-ordinator (SENCO) and share their name with parents (see below for an explanation of their role)
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Provide differentiated activities to meet all individual needs and abilities to give a broad and balanced early learning environment for all children including those with learning difficulties and/or disabilities
- Ensure that parents are consulted with and kept informed at all stages of the assessment, planning, provision and review of their child's care and education, including seeking any specialist advice
- Ensure that children's views are sought and listened to
- Use a graduated approach (see explanation below) to identifying, assessing and responding to children who have emerging difficulties, suggesting they may have special educational needs or a disability that requires a different approach
- To liaise with Wigan's Early Learning and Childcare team (ELCC) / Inclusion team, with parental consent obtained, to notify them of any concerns we may have regarding a child's needs/abilities. They will then work alongside us in ensuring we are supporting the child effectively and will also advise us on what to do next to meet the needs of the child.
- When planning interventions and support, agree the outcomes and the expected impact on progress and a date for review
- Hold review meetings with parents at the agreed times and agree any changes or adjustments to support
- Seek any further advice or support needed including multi-agency approaches, Early Support and requesting an Education, Health and Care (EHC) Needs Assessment where the nursery's own actions are not helping the child make progress
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Provide parents with information on sources of independent advice and support
- Keep records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
- Provide resources, in so far as we can (human and financial), to implement our SEN/disability policy
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. assessment information, targeted plans and outcomes, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Monitor and review our policy annually.

The role of the Special Education Needs and Disability Co-ordinator (SEND-CO)

The role of the SEND-CO is to provide a lead for staff in relation to SEN and disabilities and to make sure procedures are followed, appropriate records kept and parents are involved. The child's practitioner (key person) will normally remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The particular responsibilities of our SEND-CO are:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- 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.

Our nursery SEND-CO is Zoe Morgan and our deputy SEND-CO is Nicola Hilton.

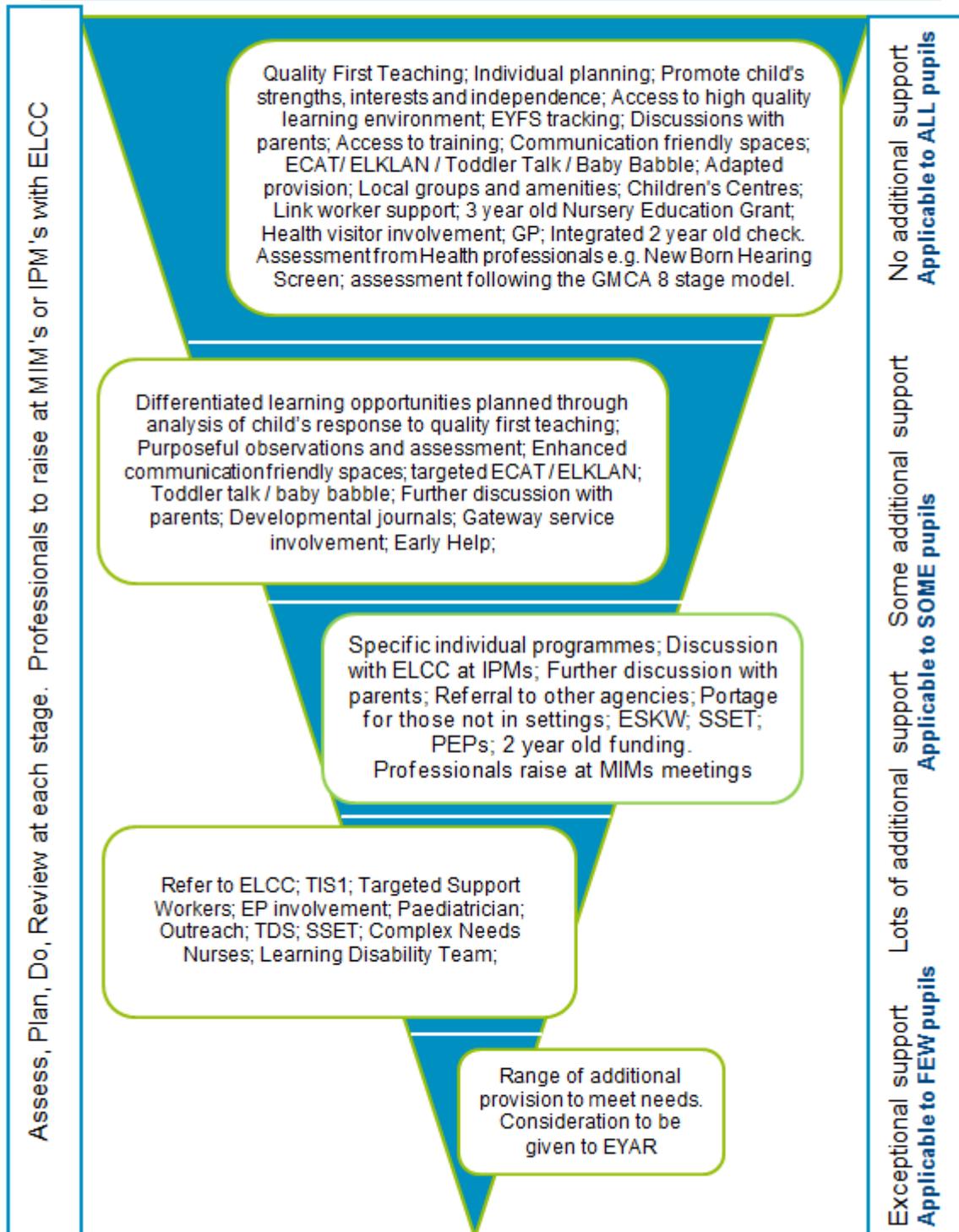
Graduated approach

In line with requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:

- An analysis of the child's needs including whether we should seek more specialist help from health, social services or other agencies
- An agreement about the interventions and support needed and the expected impact on progress and a date for review
- Implementation of the interventions or programmes agreed, including assessing the child's response to the action taken
- A review of the effectiveness of the support and its impact on the child's progress by the key person, SENCO, the child's parent(s) and the views of the child, including any agreed changes to outcomes and support
- Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, key person, the child's parent(s) and any other professionals involved agree intervention is no longer needed or decide to request an education, health and care needs assessment (see below).

Nursery will aim to follow the 'assess, plan, do, review' cycle to continually support the child and their family. Below are the 5 tables that provide us with a route to go down and what approach we need to take as a setting to best support the child and family identified.

Graduated Response - Identification of Additional Need:
 Good Practice for All Needs – see also *Procedures for nursery providers triangle*



Voice of the child - Person Centred Planning - Partnership with Families

Graduated Response - Prime Area: Communication and Language

Assess, Plan, Do, Review at each stage. Professionals to raise at MIM's or IPM's with ELCC

Quality First Teaching; Individual planning; Promote child's strengths, interests and independence; Access to high quality learning environment; EYFS tracking; Discussions with parents; Access to training; Communication friendly spaces; ECAT/ ELKLAN / Toddler Talk / Baby Babble; Adapted provision; Local groups and amenities; Children's Centres; Link worker support; 3 year old Nursery Education Grant; Health visitor involvement; GP; Integrated 2 year old check. Assessment from Health professionals e.g. New Born Hearing Screen; assessment following the GMCA 8 stage model.

Differentiated learning opportunities planned through analysis of child's response to quality first teaching; Enhanced communication friendly spaces; targeted ECAT / ELKLAN; Toddler talk / baby babble; Purposeful observations and assessment; Further discussion with parents; Developmental journals; Gateway service involvement; Early Help; Visual support. Refer to GP for hearing check.

Specific individual programmes; Discussion with ELCC at IPM's; Further discussion with parents; Referral to other agencies (Speech and language therapy; possible referral to Paediatrician); Portage; ESKW; SSET; PEPs; 2 year old funding. Professionals raise at MIM's meetings.

Refer to ELCC; TIS1; Targeted Support Workers; EP involvement; Paediatrician; Outreach; TDS; Complex needs nurses; Learning Disability Team; Consider referral to OT (sensory integration); ASC Pathway Manager. Specific and targeted speech and language therapy interventions.

Early Bird/ Early Bird Plus; Alternative and Augmentative Communication.

Range of additional provision to meet needs. Consideration to be given to EYAR

No additional support
Applicable to ALL pupils

Some additional support
Applicable to SOME pupils

Lots of additional support
Applicable to FEW pupils

Exceptional support
Applicable to FEW pupils

Voice of the child - Person Centred Planning - Partnership with Families

Graduated Response - Prime Area: Personal, Social and Emotional.

Assess, Plan, Do, Review at each stage. Professionals to raise at MIM's or IPM's with ELCC

Support from Health professionals e.g. antenatal workshops, 'Getting to know your baby' groups. Quality first teaching including opportunities for promoting child's emotional and social development. Access to high quality learning environment; EYFS tracking; Communication friendly spaces; ECAT/ELKLAN / Toddler Talk / Baby Babble. Early years practitioner (e.g. key worker) identified as child's setting-based attachment figure. Consistent boundaries and emotionally responsive approach at home and in the setting. Promote child's strengths, interests and independence. Community and family support. Link worker involvement; Children's Centre activities. Assessments by Health professionals e.g. New Born Hearing Screen; assessing bonding and attachment, parental mental health, domestic abuse screening, assessment following the GMCA 8 stage model.

No additional support
Applicable to ALL pupils

Differentiated learning opportunities planned through analysis of child's response to quality first teaching. Link worker/ EY practitioner support for targeted families, e.g. low-level parenting support strategies. Staff access to training/ refresher training on supporting children's emotional development and positive behaviour management approaches. Family Nurse Partnership Programme; Health Visitor additional support; Low level interventions from Community Nursery Nurse. Gateway Service involvement; Early Help

Some additional support
Applicable to SOME pupils

Emotional support for families including parental mental health and wellbeing; Parenting support; Support plan for adults at home and in the setting to consistently use to support child's behaviour (using advice from supporting professionals); Close liaison with parents; Discussion with ELCC at IPM's; Referral to other agencies; Portage; ESKW; PEPs; 2 year old funding. Professionals raise at MIM's meetings.

Lots of additional support
Applicable to FEW pupils

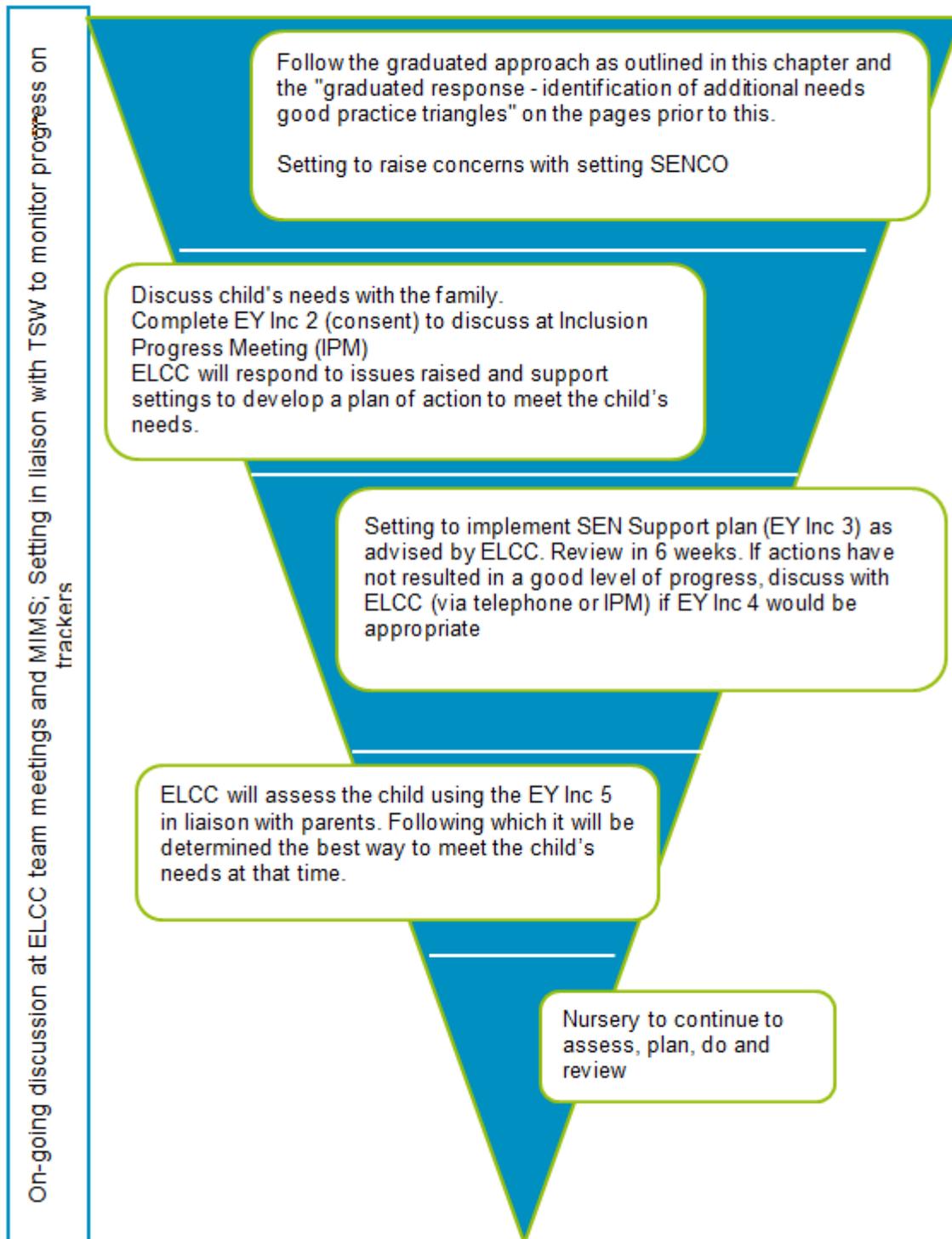
Personalised programme of support using advice from supporting professionals; Refer to ELCC; TIS1; Targeted Support Workers; EP involvement; CAMHS involvement; Paediatrician; Outreach; TDS; Complex Needs Nurses; Learning Disability Team; Intensive interventions for most vulnerable families

Exceptional support
Applicable to FEW pupils

Range of additional provision to meet needs. Consideration to be given to EYAR

Voice of the child - Person Centred Planning - Partnership with Families

Procedure for nursery providers working with children who have SEND (replaces



Education, Health and Care (EHC) Needs Assessment and Plan

If the help given through the nursery's graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents and let them know the outcome of the assessment.

Early help assessment and The Thresholds of need

The Wigan Thresholds of need indicator has been designed in support of 'Working together to safeguard children' and states that "It is designed to help identify when a threshold - or trigger - has been reached, indicating when a child, young person or family might need support and then to identify where best to get this support from". Each level of the Threshold of need is explained below. This allows us to identify at what level the support is needed dependent upon the child's need to best support, safeguard and protect that child and family, as well as the actions needing to be taken.

Level 1 - All children accessing mainstream services with low-level need that can be met by a single agency early help assessment and plan.

Level 2 - Children with emerging needs or low level CSE concerns that can be met with the support of a multi-agency Early Help assessment and plan.

Level 3 - Children with multiple or complex needs including medium risk of CSE have to be met by targeted services or by a multi-agency early help assessment or by other specialist assessments e.g. CSE Measurement Tool / Education Health Care Plan.

Level 4 - Are those children and young people who present with acute needs / risk. Including high level CSE concerns / risk. They will require specialist Social Worker or multi-agency statutory response.

A record of this will be kept to show which children are identified at which level and the support they are receiving. If we believe a child and their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and not delivered in a disjointed way.

Here at the Next Generation we would use Wigan's Early Help assessment tool if this was the case.

Early Support

Where children have disabilities we may seek additional help and resources through the Early Support Programme which co-ordinates health, education and social care support for the parents and carers of disabled children from birth to adulthood. There is more information on the Council for Disabled Children website:

<http://councilfordisabledchildren.org.uk/earllysupport>

This policy was adopted on	Signed on behalf of the nursery	Date for review
09/01/2015	Zoe Morgan	09/01/2016
Reviewed 01/09/2016	Zoe Morgan	01/09/2017
Amended 02/11/2016	Zoe Morgan	02/11/2017