

# Sunflowers Policies & Procedures

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## Special Educational Needs & Disabilities (SEND)

All children are welcome at Sunflowers Day Nursery. We believe that every child, whatever their educational need should have an equal right to access pre-school education. Children have Special Educational Needs & Disabilities (SEND) if they have a learning difficulty or a specific disability or condition, which calls for special educational provision or special physical provision to be made for them. Where possible, we will always endeavour to offer all children a space at Sunflowers.

*'All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.*

*Early years providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.'*

*Taken from the Early Years Guide to the SEN Code of Practice Sept 2014*

Our SEND Policy details how Sunflowers will do our best to ensure that the necessary provision has been made for any child who has SEND. Our policy also sets out a procedure which will be followed and a set of guidelines to assist in the identification of SEND and provision of care and education for children with SEND.

At Sunflowers we realise that an effective partnership with parents plays a key role in enabling children with SEN to achieve their potential. Sunflowers recognises that parents hold key information and have knowledge and experience which will contribute to us providing the most appropriate level of care and education for their child. We realise that parents will be able to provide the biggest insight to a child's individual needs and will help us to find the best way of supporting their children. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

### **The SENCO**

The EYFS framework requires other early years providers to have arrangements in place for meeting children's SEN. Each setting is required to have a **Special Educational Needs Coordinator**

At Sunflower's Day Nursery the SENCO is **Marie McMillian/ Heather Clark-Kelly**

The SENCO will have responsibility for:

- Ensuring liaison with parents and other professionals in respect of children with SEN
- Ensuring that appropriate individual plans are in place and monitored and updated regularly.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated.
- Ensuring that personal training on relevant SEN areas is up to date and there is regular attendance at the SENCO Network meetings.
- Ensuring that the whole team training plan is in place and reviewed often. This includes working with the manager to identify training needs for specific staff with regards to individual children and their needs.
- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's 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, and
- Liaising with professionals or agencies beyond the setting

The SENCO will take the lead in ensuring further assessment of the child's particular strengths and areas for support is taking place; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken.

### **Staff Training**

We will ensure that all relevant staff are able to access any specific training to ensure confidence in supporting a child with a specific SEN or Disability – this maybe in house training, or training offered by a local organisation or professional. We will always work with parents to ensure we are accessing the right training and ensure we are helping with any training or information needs they may have. If a child needs specific medical attention or intervention whilst at nursery the relevant health agencies will be consulted and a thorough Care Plan will be drawn up. All staff will be trained and made aware of any specific medical intervention.

### **Medical Needs**

From time to time a child may have specific medical needs – this may be the need for physiotherapy, medic specific care around a condition, or use of specific equipment

### **Our approach to a differentiated Curriculum:**

At Sunflowers we ensure that our curriculum is suitable for all children. With this in mind, we plan each activity ensuring that there are ideas and suggestions of how to make the activity easier and therefore more accessible, and also that we ensure there are suggestions for the extension of an activity or suggestions on how to make an activity more challenging.

### **Our Key Person System:**

We realise that all children need a secure base to learn and develop – this is particularly important for children with SEND. Our Key Person System endorses strong relationships between children and the staff team. Please see our Key Person Policy for more information.

### **When a child with SEN attends Sunflowers Day Nursery:**

We aim to offer a place for all children at Sunflowers Day Nursery and we ensure we are able to provide the necessary care, equipment and any additional support needed to meet individual needs.

In ensuring that a child with SEN is able to reach their full potential at Sunflowers we will seek:

- Help, advice and support from outside agencies such as speech and language therapists, inclusion officers, physiotherapists, health visitors and other professionals.
- To learn as much about the child's individual needs, on an ongoing basis, as possible.
- To learn about the nature of the child's condition or disability if appropriate.
- To identify and utilise relevant training courses for staff working with the child.
- To provide an individualised start to nursery, ensuring that we make the transition is as smooth as possible and stress free for the family. We will only be able to invite the child to stay independently after a suitable set of trial sessions has been completed. We may include a home visit during the settling in period.
- To apply for any necessary and available funding to facilitate the above.

### **Identification and assessment of SEN within the setting:**

Once the SENCO has identified that a child may have SEN, we will consider providing extra support for that child – we will make this decision after observing that:

- a child makes little or no progress, even when areas where a child needs support have been targeted with specific activities to enhance this area of learning
- a child continues to work at levels significantly below those expected for children of a similar age in certain areas.
- A child presents persistent emotional and/ or behavioural difficulties, which are not successfully controlled by the usual behaviour management techniques as stated in the behaviour management policy.
- A child has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

At this point the SENCO will collect all known information about the child, look at past observations and seek additional information from the parents and other practitioners. Advice may be sought from outside agencies such as health care professionals or the Early Help Team if the parents agree. The SENCO and the child's key worker, in consultation with the parents will decide on the necessary *action*. This action will be individual to the child. Strategies may include:

- Extra adult time to assess the situation fully
- The provision of different learning materials or special equipment
- Individual or group staff support or training to introduce more effective practice
- The introduction of a care plan or more individualised targeted plan for education and learning. (ILP)

### **Individual or Personalised Learning Plans:**

The action taken to ensure that all the needs of a child are being catered for may include the development of an ILP. This is a strategy employed to enable a setting to record a child's progression. An ILP would include information about:

- the short term targets set for a child
- the provision to be put in place
- when the plan is to be reviewed
- the outcome of the action taken.

The ILP will record what is additional to, or different from, the differentiated curriculum in place as part of normal provision. The ILP will focus on 3 or 4 key targets and will be discussed with the parents and if appropriate the child. The ILP's will be under constant review, but will be formally reviewed at least three times a year. Parents will be consulted as part of the review process.

If a SENCO feels that the implication of the additional support is not adequate in meeting the needs of the child, they may need to call in the help and advice of further external agencies. This is then referred to as Further Intervention

### **Further Intervention:**

Further Intervention means that external support services have become involved. These support services can provide more specialist assessments, give advice on new strategies or materials. A child would be considered needing Further Intervention if:

- a child continues to make little or no progress in specific areas
- a child continues to work at an early years curriculum substantially below that expected of children of similar age.

- A child has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning or that of the group, despite having an individual behaviour management program.
- A child has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- A child has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If a child is placed in the Further Intervention category, the SENCO will continue to work with parents and practitioners alongside the other agencies to ensure that a high level of care and education which is individual to the child's needs is being provided.

### **EHCP**

If your child has significant educational or health needs, an EHCP (Education, Health and Care Plan) may be a good route forward to ensure consistency of care and education in your child's school years ahead. We would work with you to gather evidence and to complete a EHCAR (Education, Health and Care Assessment Request) This is done on an individual basis and the most appropriate route of action will be discussed with children/parents individually. If a child already has an EHCP in place we would assess the levels of need/requirements in place and decide whether we could meet these requirements within our setting. Our intention IS ALWAYS to do what is best for each child and to ensure they have the best possible opportunities for care and education.

### **When a child transfers to another setting:**

When a child transfers to another setting or to primary school we will ensure that copies of all relevant information and observations are passed on to the child's parents. We will also, if agreed by the parents forward this information to the new setting. In most circumstances the SENCO/Key staff member will visit the setting with the child to discuss any necessary arrangements or give advice about strategies and provision.

### **If we can't meet the needs of a child:**

We acknowledge that sometimes, Sunflowers may not be able to provide the right levels of care, the right environment or specific tailored education to meet a child's needs fully. We would always make sure that we had made any reasonable adjustments to our practice and tried everything within our means to adapt our provision. However sometimes this may still not be enough. In this situation, we would work together with the child's parents and other agencies to ensure that the right provision was found. We would only determine this to be the right course of action if it was in the best interest of the child.

Other information is available, along with contact details of other professionals in the area – please ask the Nursery Manager or SENCO for more information.