



Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Aim

We recognise that we will need to consider the individual needs of children when planning our curriculum. We aim to provide a curriculum, which is accessible to the individual needs of all our children.

- We recognise that some children will need additional support to access the whole curriculum. We will ensure that the developmental needs of children are identified early and where needed the appropriate support is sought. We aim to provide appropriate support and strategies to achieve this.
- We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in the area of early years care and education.
- We have a statutory duty to complete a progress check for two year olds. This is always shared with parents and a written summary is completed. The progress check will be carried out by a key person that knows your child well. If there are any areas where progress is less than expected in partnership with parents we would agree further action.
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in a manner appropriate to their stage of development, understanding and communication style e.g. Makaton/symbols/pictures, when making choices, participating and interests.
- We are committed to effective collaboration using a multi-disciplinary approach to meet the needs of children with SEND. We will actively support the children and families and maintain close links with all agencies working with the child.
- We will make reasonable adjustments to our provision and practice to meet the needs of individual children with SEND in line with the SEND code of practice and the Equality Act (2010).

For example; providing a standing frame for a child with cerebral palsy or a raised board for a child with a vision impairment.

- We will make sure our planning and our environment is differentiated to meet the individual needs of children which enables them to participate fully within the early years foundation stage
- We aim to consider and will always seek the child's voice. We will do this by using differentiated methods such as observation, child interests, level of attention and engagement and one-page profiles for example.

The united convention on the rights of the child state:

'Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child'

The child's views will be sought whenever possible, by asking, listening, observing, and in a variety of ways through play and through collaboration with parents, carers, key personnel and Team Around the Child meetings

Designated person for SEND

The name of our Special Educational Needs Co-ordinator (SENCO) is **Juliet Corr**

She holds a strategic role in co-ordinating the provision of education for children with SEND alongside our management team.

Sasha Welch is Deputy Senco

Role of the SENCO

- Supporting colleagues in planning to meet the needs of a child with SEN in line with the *Special Educational Needs and Disability code of practice: 0 to 25 years (2015 pg:78-90)*
- Advising colleagues about the range of strategies available to use.
- Identifying staff training needs and encouraging colleagues to attend relevant training.

The SENCO is responsible for organising a number of meetings such as the Settling in review (SIR) Team around the Child (TAC) Short Term Plan (STP) SEN Support Plan (SSP) Education and Health Care Plan (EHCP) and Transition Plan (TP) with parents, key person and other outside agencies/professionals where appropriate.

She will also organise meetings to review the STP every eight weeks.

- The SENCO will set up a confidential file for each child and ensure all records; assessment reports are filed and kept securely in line with General Data Protection Regulation (GDPR) 2018.

Staff roles and responsibilities:

Examples

All staff in the setting are responsible for meeting the needs of children with SEND. The SENCO will support staff and coordinates the SEN provision across the setting. The SENCO will share information with all staff on the identified needs of the individual children and any agreed strategies to support them. Some of our staff have skills in Makaton and with

working with children on the Autistic Spectrum Condition and using visual aids to support children with SEN in the setting.

How our setting supports children with SEND

In our setting, we give all children a six- eight week settling in period. (Consider a level of flexibility here to meet the needs of children accessing nursery provision on a part time basis).

- We identify children's needs both through observation and by talking to their parents.
- We monitor the progress and development of individuals through ongoing observation using the cycle of Assess, Plan, Do and Review.
- We share any concerns about the development of individual children with all staff within the setting at staff and room meetings.
- We support staff in differentiating the curriculum for individual children.
- If we feel that the provision in our setting does not meet the needs of an individual child, we will adapt it accordingly differentiating the curriculum for the individual child for example: accessing the water tray if it is too high or too low.
- We work closely with partner agencies including those in education and health and social care.
- We work in partnership with parents/carers to make referrals where necessary and input into Education Health and Care Needs Assessments (EHCNA). This may include contributing and initiating Early Help Assessment (EHA).

Funding for children with Special Educational Needs (SEND)

We are able to apply to the Early Years SEND funding panel for additional funding in order to support individual children e.g. to implement short term planning targets or fund specialist equipment. We make sure:

- The curriculum is planned to meet the individual needs of all children
- The curriculum is further modified on a short-term planning basis to meet specific Individual's special educational needs
- Extra support is available to enable access
- Resources are carefully chosen to facilitate access.

At St Augustine's Nursery we recognise the importance of observing all children on a regular basis, and we use these observations to inform curriculum planning. We plan for individual children with special educational needs so that they can access the curriculum fully, in a way that is appropriate to their stage of development and age.

Some ways we do this are:

- Ensuring that a child with a physical disability has some adult support but not intrusive support when using the climbing frame.
- One-to-one adult support for 10 minutes during a session to support turn-taking and sharing. We then evaluate our planning to ensure that children are able to fully access the broad and balanced curriculum we provide.
- At St Augustine's Nursery we plan to use additional adult support at key times during the day when children find a transition, activity or attention difficult for example.

All children with special educational needs are regarded as full members of the community. The provision is inclusive, and children have full access to the environment, resources, staff and activities.

At St Augustine's Nursery we aim to develop our inclusive practice in everything we do.

For example

- Using Makaton with all children, not only those with language difficulties.
- Using visual timetable support with all children.
- Use of Persona dolls to explore physical differences and challenge stereotypes.

Arrangements for dealing with concerns and complaints from parents of children with special educational needs

At St Augustine's Nursery we recognise the sensitive and emotive nature of special educational needs. We have therefore implemented arrangements for dealing with complaints or concerns about SEN provision that are over and above the setting's general complaints procedure.

Any concerns or complaints about SEN provision should be addressed to the keyworker, SENCO or a senior manager. They will respond by meeting with the parent or carer to discuss the situation. If this does not resolve the issue, the complaint will then pass to the first level of the general complaints procedure.

Arrangements for ongoing staff training and continuous CPD

At St Augustine's Nursery we value the importance of ongoing access to training in order to enable staff to meet the needs of individual children. We will review the staff training needs on an annual basis and plan training accordingly. We have a commitment to developing the skills and knowledge of new staff through an induction programme, which includes specific training in meeting the needs of children with special educational needs. We also complete a SENCO action plan which includes areas of SEND CPD.

Agreed arrangements for developing parent partnership

At St Augustine's Nursery we recognise the value of working with parents as partners. We work with parents in many ways including:

- An open door policy, with daily opportunities for parents to share information and discuss issues with staff and management
- Keyworker system
- Keeping parents involved and informed at every stage of their child's learning and development, and inviting them to all review meetings
- We value the contributions of parents on all levels, including their contributions towards short term plans, one page profiles, and transitions plans at all times valuing their expert knowledge of their child as they know them best.

Protocols for establishing links with other settings, including specials schools

We, at St Augustine's Nursery, endeavour to link with Children Centres services such as parent support groups, speech and language therapy and community child psychology. We also link with special schools in the borough for advice and support for children with specific needs.

We have strong working relationships with our local primary schools through arranged visits and shared events, which help to build a sense of community. We feel that good transition procedures for children with special educational needs have a positive impact on the transition to school for all children. Our transition procedures include:

- Completing the Early Years to Primary Transition Support Planning document
- Host an initial transition support-planning meeting involving all relevant professionals, parents, keyworker, and the SENCO or Head teacher from the receiving school.
- Planned visits to familiarise the child with the school environment.
- Passing on of most recent records as part of the planning meeting.

Procedures for establishing links with outside agencies such as Health, Children and Social Care, Educational Psychology Service and any other voluntary organisation.

We have links and procedures for these areas. Links with voluntary organisations often grow over the years. They can provide helpful guidance, or may even provide some support through a local branch of their organisation. Over the years, these contacts can grow into working relationships.

Guidance taken from:

The Special Educational Needs Code of Practice (2015)
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

The Statutory Framework for the Early Years Foundation Stage
[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](#)

Equality Act (2010)
[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)

For further information and advice contact:

The Islington Area SENCO Team 020 7527 5529

This policy was adopted at a meeting of

St. Augustine's Nursery

Held on (date)

Signed on behalf of the Management Committee/Proprietor

Role of signatory (e.g. chairperson etc.)
