

Special Educational Needs and Disabilities (SEND)

Special Educational Needs and Disability (SEND) code of practice

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At Little Stars we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

A child or young person has SEN if they have a learning difficulty or disability 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 of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.*
-

Statement of intent

At Little stars we are committed to the inclusion of all children into our nursery by establishing strategies that consistently enhance the opportunities and experiences of disadvantaged children, those with SEND, those who are known (or previously known) to children social care and those who may face barriers to their learning and/or wellbeing. A positive environment is provided where children are supported with their individual needs. We believe all children should be equally valued regardless of their abilities and backgrounds. Staff working at Little stars have high aspirations for children in our care and strive to provide high quality teaching so they can develop their full potential. Inclusion is fundamental for all children and we take every step we can to adapt or differentiate our environment for children with emerging needs and SEND. Children should have the opportunity to be fully integrated with their peers with no discrimination or disadvantage.

We are committed to working in partnership with parents in order to meet their child's individual needs and develop to their full potential. We are committed to working with any child who has a specific need and/or disability. All children have a right to a broad and well-balanced early learning environment.

We undertake a progress check of all children at age two in accordance with the Code of Practice and statutory framework for the EYFS to support early identification of needs.

We will also undertake the Early Years Foundation Stage Profile (EYFSP) assessment for any children that remain with us in the final year in which they turn five, as per the statutory framework for the EYFS.

Admissions arrangements for children with SEND

Our Admissions policy outlines our guidance for all families joining our setting.

In addition to this, children joining Little Stars with known SEND will be supported by the following:

- Meetings with parents to discuss the child's needs
- Home visit where possible prior to child's start with us
- Liaising with professionals/agencies already involved with the child and reading any relevant reports
- Ensuring our environment is fully inclusive for the child
- Staff training where necessary (medical needs)

All children will be given a full settling in period when they start the nursery according to their individual needs.

How Little Stars support SEND

- SEND is the responsibility of all staff working at Little Stars regardless of roles
- SEND is understood across the setting
- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Adaptations are made to remove any barriers to a child's learning and development
- Ensure that children who learn at an accelerated pace e.g. More able and talented children are also supported
- Encourage children to value and respect others
- Emerging needs and SEND are identified Early through observations, Birth to Five Development Tracking and a progress check at age 2
- High quality teaching helps children to progress
- Cohort Tracking analysis is undertaken to close the gaps
- Prime area skills such as making relationships and communication are fully embedded and supported
- Children's views are considered where possible at all times
- Procedures are in place around transitions making them seamless for the child (see Transitions policy)
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).
- Leadership supports inclusion

- Parents are equal as partners and fully involved in their child's time at Little stars
- Staff training is undertaken regarding individual child's needs (Makaton/ Medical needs)
- 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.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need.
- Use the graduated approach system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated approach, taking into account their levels of ability
- Review children's progress and support plans [every 4-6 weeks] and work with parents to agree on further support plans
- Provide privacy for children with special educational needs and/or disabilities when intimate care is being provided

SEND Roles and Responsibilities at Little Stars

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCO) is **Diane Martin**

SENCO role

- Lead, co-ordinate the 'Graduated approach' (explained later)
- Support practitioners to understand SEND and know their responsibilities
- Ensure practitioners know how to identify and support SEND
- Give advice where needed to both practitioners and parents
- Signpost parents to local services (Local Offer/Children's centres) or support them by making referrals (EHA)
- Ensure parents are fully involved in all processes to support their child and are encouraged to input to these.
- Liaise with external professionals and agencies
- Attend meetings and read reports gaining a full comprehensive knowledge of children in the setting with SEND
- Support transitions to school sharing information and planning for the child's needs

The role of Little Stars (owner/directors)

- Ensure there is a named designated person as the Special Educational Needs Co-Ordinator (SENCO) who is experienced in the care and assessment of children with additional needs and share this with parents/carers
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs
- Ensure specific training relating to SEND and the SEND Code of practice is accessed
- Provide a SEND policy that is reviewed and updated annually
- Have regard to Legislation such as The Equalities Act (2010) and the SEN Code of Practice
- Ensure policies and practice promote inclusion
- Have a clear approach to identifying and responding to SEND

The role of managers/leaders

- Ensure all staff understand their roles and responsibilities
- Provide inclusive practice with high aspirations for all children, this is reflected by all in the setting
- Address trends seen in cohort tracking with actions
- Ensure practitioners have a robust understanding of children's development providing training where needed
- Direct additional funding to support children (EYPP, DF, DAF, SENIF)
- Work with SENCO to effectively implement the 'Graduated Approach' (Assess, plan, do, review) and ensure that it is understood by all

The role of practitioners

- Develop a good knowledge of child development reflected in observations and next step planning
- Underpin practice with the prime areas
- Follow and implement strategies in place for children
- Identify next steps to support emerging needs/SEND that are small and achievable
- Understand policies and Procedures relating to SEND
- Support any child with SEND
- Have high aspirations for all children
- Implement the 'Graduated Approach' alongside the SENCO
- Raise concerns when children present with emerging needs and are at risk of delay

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help

services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional. (*Working together to safeguard children*).

Processes and Practice

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or

disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

Assess

All children's starting points are identified during their first weeks at our setting by their key adult. Early observations focussing on the prime areas support us to find these starting points. Parents are encouraged to support us with key information in the child's 'All About Me' documents and registration forms.

Key adults gain information from parents regarding the child's interests, home life experiences, language development and social skills. Children settle in slowly with short visits in order for us to spend quality time getting to know them.

At Little Stars we use the 'Birth to five Development' and 'Every child a Talker' to assess children and identify those that may be at risk. Practitioner knowledge of child development is also fundamental during our assessments. Children highlighted as having concerns or at risk of delay are shared with leaders/managers and the SENCO so early interventions can begin. All staff are responsible for supporting these children. Children identified as needing SEN support will have their needs fully analysed by the child's key person, nursery SENCO and child's parents.

Plan

If a child's progress gives us cause for concern or evidence shows they are falling behind then alongside the setting SENCO practitioners will implement support for the child. Parents are involved in this through meetings with us to discuss areas of need and offer input from home. All discussions with parents are recorded on a 'Record of meeting' notes and signed. Additional observations will then be carried out to identify exact areas of concern and to support us in next steps for that child. We aim to support children through relevant activities, strategies and next steps therefore closing the gap in their development. Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENCO, in consultation with the parent, will agree 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 will take into account the views of the child.

Do

When a child needs additional implementations to progress in their development 'individual child plans' are set up. These are plans specifically targeting areas of need. They are shared with parents during and at every review (approx. 6 weeks). The targets are used within the child's session and all practitioners involved with the child have regard to them. Targets may be designed to support areas of behaviour, communication, physical skills, language, interactions or self-care. Practitioners carry out activities with the child, often integrated to involve other children and in a

sensitive way so not to draw attention to one child. It is often good practice to involve other children and can become a more positive and valuable learning experience. When carrying out specific targets these are adapted and implemented in ways to suit the child's needs and style of learning. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The impact on the child's learning is reviewed regularly through the individual child plans and meeting with parents. New plans are made/adjusted in accordance with this progress. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided. We encourage parents to share any changes they have noticed at home and how they feel the targets have supported their child. We aim to see gaps closing for these children reflecting on our high aspirations for each child in our care.

If children need further interventions, with parental consent, we will act on this and initiate processes such as an Early Help assessment. In these cases we are looking at children with more significant needs and feel external professional guidance is necessary.

Assess - The key person works with the setting SENCO and the child's parents and brings together all the information, then analyses the child's needs.

Plan - The key person and the SENCO will agree, in consultation with the parent, the outcomes they are seeking for the child, the interventions and support to be put in place, the expected impact on progress, development and behaviour and finally a date for review.

Do - The child's key person and other practitioners working with the child implement the agreed interventions or programmes

Review - On the agreed date, the key person and SENCO working with the child's parents, and taking into account the child's views, will review the effectiveness of the support and the impact of the support on the child's progress. They will then evaluate the impact and quality of support on the child.

Education, Health and Care Plan (EHCP)

Some children and young people may require an EHCP needs assessment in order to decide whether it is necessary to develop an EHCP. The purpose of an EHCP is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHCP needs assessment and take into account a wide range of evidence, including

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEN
- evidence of the action already being taken by us as the early years provider to meet the child's SEN
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Birth to five matters
- Statutory Framework for the EYFS

Linked policies:

- Admissions
- Transitions
- Safeguarding
- Equal opportunities
- More able and talented children

We will review this policy annually to ensure it continues to meet the needs of the children and families in our nursery.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>March 2020</i>	<i>D Martin</i>	<i>March 2021</i>
<i>Amended January 2022</i>	<i>D Martin</i>	<i>Jan 2023</i>
<i>Amended March 2023</i>	<i>D Martin</i>	<i>March 2024</i>
<i>Amended June 2024</i>	<i>D.Martin</i>	<i>June 2025</i>
<i>Amended June 2025</i>	<i>D.Martin</i>	<i>June 2026</i>
<i>Amended September 2026</i>	<i>D.Martin</i>	<i>September 2027</i>
