



SPECIAL EDUCATIONAL NEED AND DISABILITY POLICY

This policy is in line with the Special Educational Needs and Disability Code of Practice: (0 -25, 2014 and Equality Act 2010). We also aim to ensure that we comply with associated duties in the Early Years Foundation Stage (EYFS) (DfE 2025) and Working Together to Safeguard Children (DfE 2025).

INTRODUCTION

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

Children have SEND if they have a learning difficulty, which calls for special educational provision to be made for them. Furthermore, the SEND provision should be matched to the child's identified SEND. These needs might fall under one or more of the following areas:

- **Communication and Interaction**
- **Cognition and learning**
- **Social, emotional and Mental health and**
- **Sensory and / or physical needs.**

A delay in learning and development in the early years may or may not indicate that a child has SEND, or they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, should be sought e.g. Early Help Assessment (EHA).

Children may have Special Educational Needs and Disability either throughout or at any time during their early years' development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs and Disability takes account of the type and extent of the difficulty experienced by the child.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, including the child's family, formal checks, practitioner observations and any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider the prime areas of learning and any information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether a child has SEND. All the information should be brought together with the observations of parents and where appropriate the child's views and considered with them.

AIMS AND OBJECTIVES

The aims of this policy are:

- To support the early identification of children's needs and early intervention
- To focus on inclusive practice and removing barriers to learning
- To provide high quality provision to meet the needs of all children.
- To create an environment that meets the Special Educational Needs of each child.
- to ensure that our nursery will adopt a graduated approach with four stages of action: assess, plan, do and review.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in planning for children's Special Educational Needs & Disability.
- to use the settings' best endeavours for children's access to the setting.
- to ensure that parents can play their part in supporting their child's education.
- to ensure that our practitioners are trained and supported to deliver appropriate interventions

INCLUSION

We aim to offer good quality provision and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to

learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through stimulating provision, we respect the fact that children.

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire absorb and communicate information at different rates.
- need a range of different teaching approaches and experiences

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

If our observational assessment indicates that a child may require additional support, we use a range of strategies to make full use of all available resources. In liaison with the child's parent and Special Educational Needs and Disability Coordinator (SENDCO), the Key person will offer additional interventions to support the child's development. The Key person will keep parents informed and draw upon them for their in-depth insight into their child's development. We will record the strategies used to support the child within the Graduated Approach Plan (GAP), **assess, plan, do and review**. The Plan will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every 6 weeks. Parents will be involved in the writing and review of each Plan.

If the GAP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In many cases, children may be seen in the setting by external support services. External support services may provide information for the child's new Plan.

If the SENDCO, Key person and parents feel that the child would benefit from further support, the SENDCO will then take the lead in further assessments of the child's needs. This would be carried out using the document 'EYFS Early Support Assessment Statements for Children with Special Educational Needs and Disabilities (SEND)'. This will be done within the setting and in collaboration with parents or carers.

Education Health and Care Plans (EHCP)

For children with more complex needs, EHCP plan will be in place by the local authority and as a setting we will be involved in the review.

The Local Authority Keyperson is Shelly Mulligan 0208 753 4443 based at the Stephen Wiltshire Centre, Queensmill Road, Fulham SW6 6JR

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Staff respond to children's needs by:

- providing support for children who need help with communication and language
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- planning to develop children's understanding through the prime areas of learning and development within the Early Years Foundation Stage (Personal Social and Emotional Development, Physical Development and Communication and Language).
- Staff use a range of strategies for dealing with behaviour, but some children may require further support. Further information about this can be found within our Managing feelings and behaviour policy.
- ensure children with medical conditions get the support they need.

The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for the children. As an early year's setting, we will use our best endeavours to make sure that a child with SEND gets the support they need.

THE ROLE OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY COORDINATOR (SENDCO)

- support and advise practitioners and promotes inclusive practice
- identify SEND and apply a graduated approach to meet children's needs
- oversee the records of all children with Special Educational Needs and Disability.

- ensure parents are closely involved throughout and that their insights inform the action taken by the setting
- act as link with professionals, external agencies and other support agencies
- regularly review and evaluate the quality and breadth of the support offered or can access for children with SEN or disabilities.
- manage a range of resources, human and material, to enable appropriate provision for children with SEND
- contribute to the professional development of all staff
- ensure all staff are aware of their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- to work in partnership with the staff team to ensure that appropriate approaches and materials from the Early Years Foundation Stage and Early Support are known and used.
- to support the key person to monitor impact of interventions on progress of children with SEND.
- to support the key person to draw up graduated approach plan for children.
- The SENDCO and the manager hold regular meetings to review the work of the setting in this area.

OUR NAMED SENDCO IS: ROSINA FREMPONG

Harmony may apply with parental permission for SEND Inclusion Fund (SENDIF) for Early Years from the Local Authority to support quality provision for the child.

PARTNERSHIP WITH PARENTS

Working closely with parents is central to successful implementation of the SEN process. We encourage an active partnership through an ongoing dialogue with parents. Parents know their children best and have much to contribute to our support for children with SEND.

For complaints and suggestions please refer to our complaint policy and procedure.