



Elmore Kindergarten

Special Educational Needs & Disability (SEND) Policy

To be Adopted: April 2020

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1. Definition of Special Education Needs

All children are individuals and have educational needs which are individual to them. Most of these needs are met by a variety of resources available and teaching styles appropriate to their peers. A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special provision to be made for them.

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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children aged two or more, special educational provision is educational or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- For a child under two years of age, special education provision means educational provision of any kind.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated quality teaching and all relevant and purposeful interventions and strategies being in place.

2. Different Areas of Special Educational Needs

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognitive and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication
- Multiple learning difficulties (MLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Personal, Social, Emotional

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEN. Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Physical / and or Sensory

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Difficulties which may not be related to SEN

Some children in our setting may be underachieving, which may be caused by a poor early experience of learning but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these children to reach age appropriate expectations. Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to being identified as an EAL (English as an additional language) learner or if it arises from SEN or a disability. The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and punctuality
- Health and welfare
- Being in receipt of Early Years Pupil Premium Grant
- Being a Looked After Child (LAC)

Disability

The definition of disability under the Equality Act 2010 is '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'. This definition provides a relatively low threshold and includes more children than may be expected: '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 SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

3. Our Aims

Elmore Kindergarten follows the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). We have clear arrangements in place to support children with Special Educational Needs and Disabilities (SEND).

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.

We are committed to providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities (SEND) 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 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.

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 will do this using the 'graduated approach' toward meeting needs – this where in conjunction with parents we assess, plan, do and review.

We recognise that children with disabilities may not have SEN (Special Educational Needs) but may need the nursery to make reasonable adjustments to enable them to make full use of the nursery's facilities.

4. Inclusion

- We will provide equality of opportunities and experiences to every child, to ensure a broad and balanced curriculum is available for everyone.
- We will ensure that we encourage children with special educational needs and/or a disability to participate in activities at the nursery.

- Elmore Kindergarten will ensure that the necessary provision is made for any child who has special educational needs and/or a disability to support their learning journey through their time with us.
- Where the nursery has been informed by an outside agency that a child has special educational needs and/or a disability, we will ensure that those needs are made known to all nursery practitioners who provide care for them.
- We will liaise with outside agencies regarding individual children's educational needs as and when necessary.
- Parents will be consulted and kept fully informed of any additional support their child receives, which will be revised as appropriate to the child's needs.

5. Identification, Assessment and Provision

- The procedure for identification, assessment and review and the graduated approach will be followed in accordance with the SEND Code of Practice (2015)

Identification

- We observe all children attending Elmore Kindergarten.
- Observations are key in finding out about children's interests, friendship groups and patterns of behaviour. Through this observational process, we aim to identify special educational needs early.
- All practitioners have a responsibility to identify children with SEN and support their development.
- Two-year-old progress checks in all seven areas of learning are addressed by a child's key worker and a two-year-old check summary is completed by the Key Person and a copy given to the parent/carer to be given to the Health Visitor.
- Any concerns will be raised during the bi-annually Key Person, Parent/Carer parent evenings to discuss the two-year-old check/the progress and development of the child. Parent/Carers will be kept well informed and will be consulted if any concerns arise with the developmental assessment of their child.

Assessment

- Observations will be recorded to help us plan for the individual needs of the child which will demonstrate areas where additional or different support may be needed.
- If we identify a child who is making little or no progress we will consult with parents/carers and follow the SEND Code of Practice (2015) graduated approach.
- Once a child has been identified, we will add their SEND details to Family, our nursery software (kept by the Nursery SENCO).
- We will assess each child's needs and adapt our environment and practice as appropriate.
- Involve outside agencies, e.g. SALT (Speech and Language Therapy), Inclusion Team etc.

Provision

- We will establish procedures for ensuring unity of approach and continuity of provision with regard to children with SEND with parents and professionals if they are involved.
- Guidance and advice will be sought from the Lead SENCO.
- The child's Key Person is primarily responsible for supporting those with SEND and ensuring that Individual Education Plan (IEP) as instructed by the nursery's SENCOs are implemented. However, all nursery practitioners have a collective responsibility to support all children and families.

6. Code of Practice – SEN Support - Graduated Approach

Elmore Kindergarten will use the graduated approach outlined in the Department for Education's SEND Code of Practice (2015). If your child has been identified as having a special educational need, practitioners at Elmore Kindergarten will follow the steps below:

Setting Response

- This is the stage at which an Individual Education Plan (IEP) is implemented.
- The Nursery SENCO together with the Key Person will review and gather relevant information. This might include current observations, summaries and information from the child, the parents/carers and nursery practitioners.
- The Nursery SENCO, the Key Person, parents/carers and outside agencies, if involved, create and carry out the Plan. Reviews will take place every 6 to 12 weeks.
- Reviews will be carried out for as long as it is deemed necessary. Evaluations will be made to ascertain whether the IEP cycle continues to be carried out.
- If reviews carried out identify that further action is needed, then advice will be sought from outside agencies, if it has not already been done so.

Multi-Professional Involvement

- This is the stage at which Elmore Kindergarten call upon specialist support from outside agencies.
- This can be actioned by a decision taken from review(s) or if the Nursery SENCO, after discussion with the Key Person and Parents/Carers, decide that outside agencies' involvement is necessary.
- The Nursery SENCO draw together the information required and consults the external agency/agencies to be involved.
- The Nursery SENCO, the child's Key Person, Parents/Carers and the outside agencies draw up a revised IEP to reflect all outside agencies' advice.
- The IEP is implemented and if after an agreed time of not more than one term, progress is reviewed. As a result of the review the child might revert to Setting Response or continue at Multi-Professional Involvement, with a revised IEP, or for the SENCO's to carry out a referral for an Educational Healthcare Plan (EHC Plan).

Educational Healthcare Plan (EHC Plan)

- This involves a number of outside agencies, where it is identified the child is given legal rights to additional support.
- Elmore Kindergarten and the local authority have a duty to ensure that requirements within the EHC Plan are met.
- Funding will be sought if possible and when necessary to meet these needs.

7. Record Keeping

We believe that children with SEND should play and learn alongside all children at the nursery. Our Key Person system of observation and record on Family keeping enables us to monitor every child's needs and assess progress. With children identified as having special education needs or a disability (SEND) we use an additional tracking system on Family, visible to parents alongside our day to day observations for all children. We keep records for a number of reasons:

- It provides information for parents/carers about their child's achievements.
- We can monitor progress.
- It highlights the child's own perceptions and views.
- It provides information for outside agencies who may also be involved with your child's SEND.

8. The Role of the Special Education Needs Co-ordinator (SENCO)

The role of the Nursery SENCO is to provide a lead for staff within the nursery in relation to SEN and disabilities and to make sure procedures are followed, appropriate records kept, and parents are involved. At Elmore Kindergarten we tend to train several staff with regards to SEND in order to provide a greater support to the Nursery SENCO, parents and children. We also ensure that all nursery practitioners are aware of the importance of identifying and providing for those children who have special educational needs and or a disability However, the Nursery SENCO will always be the main point of contact when communicating and meeting with parents.

The child’s Key Person will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme, with support from the SENCO.

The particular responsibilities of our Nursery SENCOs are:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN.
- Meeting with parents to complete IEPs and any other external forms required to progress the support of external agencies.
- Advising and supporting the child’s Key Person and monitoring SEND observations made on Family in relation to agreed IEPs.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting. These agencies could be:
 - Speech and Language Therapy (SALT)
 - Autism Team
 - Inclusion Team
 - Portage Practitioner
 - Specialist Schools (for supporting child’s transitions).

	Broomhill Nursery	Ecclesfield Nursery	Middlewood Nursery	Frecheville Nursery
Nursery SENCO	Amy Chisell Manager	Chelsea Codd Lead Senior EYP	Jemma Flanagan Manager	Zoe Sutherland Senior EYP
Additional Supporting Staff	Ellie McNeil Senior EYP	Lauren Camm Deputy Manager Danielle Stancil Lead Senior EYP Katie Bird Senior EYP		

9. Additional Relevant Policies

Further Elmore Kindergarten and Government policies can be accessed in the Parent Hub section of our website - www.elmorekindergarten.com