

SEND Policy

SEN CODE OF PRACTICE

The Special Educational Needs and Disability code of practice: 0 to 25 years 2014.

At Grassroots Day Nursery, we are aware that from this date, changes to the Code of Practice lay a stronger emphasis on the involvement of a child in the decision-making process regarding their educational future. This is an acknowledgement that children have the right to have their voices heard and their deeper involvement, together with that of their parents, goes some way to ensuring this. Parents also have rights of appeal against decisions made by the authorities regarding their child's educational provision.

PHILOSOPHY

We aim to provide all children with a broad and balanced learning environment that is committed to the inclusion of children with special needs. Our philosophy is that all children, with or without additional needs, should have the opportunity to develop to their full potential alongside other children in an inclusive educational environment.

We aim to provide a learning environment suitable for all children, including those with special needs. To do this, Grassroots Day Nursery follow the guidelines listed below which have been set out in conjunction with the Early Years Departments.

- EDUCATION**

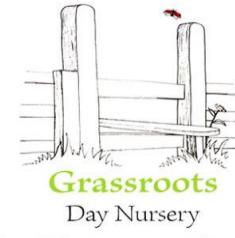
All our planning for activities and play takes full account of the Early Years Foundation Stage (EYFS) and the Development Matters curriculum guidance. Each child's ability, through regular observation and assessment, is taken into account when planning and carrying out any activities, making sure each child's individual needs are met. All children will be involved in the daily activities e.g., outdoor play. When outings are planned, children with SEND will always be accommodated and included following a risk assessment.

At Grassroots Day Nursery, each child is appointed a key person who is responsible for the induction and monitoring of that child's progress. The key person will regularly report to parents/carers.

We will promote positive images of those with SEND.

- DEVELOPING A POSITIVE PARTNERSHIP WITH PARENTS/CARERS**

Within any nursery, a good working relationship with parents/carers is paramount to the education and development of every child. At Grassroots Day Nursery, we welcome a parent's guidance and knowledge because they know their child best, and parents will be given support from staff.



SEND Policy

We would like parents to know that they are always welcome in Grassroots Day Nursery either to help out or to discuss any concerns they might have. Arrangements can be made for private discussions at a mutually convenient time, albeit regular parent/practitioner meetings take place throughout the year.

If any key person has any concerns about a child in our care, they will always meet with the parents privately to discuss any action that may need to be taken.

- **ARRANGEMENTS FOR THE ADMISSION AND INCLUSION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS and or DISABILITIES**

We welcome the opportunity for both parents and children to come for visits prior to starting the nursery and to discuss ways in which we can meet a child's individual special educational needs. This also makes a child's inclusion into the nursery a positive experience. Full settling-in procedures, along with associated questionnaires, are in the settling-in section of the Daily Registration Policy.

- **MULTI PROFESSIONAL LINKS**

We see the value of working closely together with other professionals to meet children's specific needs and are committed to developing these links further as and when appropriate.

- **STAFF TRAINING**

Whenever the opportunity arises, our staff will attend different courses to broaden their knowledge on special educational needs. Regular staff meeting time is allocated for the discussion and development of our Special Educational Needs and Disabilities Policy and the SEND Code of Practice itself.

- **CONFIDENTIALITY**

To meet the needs of all the children in our care it may be necessary at times to share information with parents and with staff in order to support children's development. We may also need to seek help and advice from outside professionals. All information will be on a need to know basis and dealt with according to the guidelines set out in our Privacy & Confidentiality Policy.

- **COMPLAINTS**

If any parents or members of staff have any complaints about our provision for children with special educational needs, they should report it to the nursery Manager. The Grassroots Day Nursery Policy on complaints confirms full details of procedures to follow in this area.

SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)

The designated member of staff at Grassroots Day Nursery who has responsibility for all children with Special Educational Needs is Vickie Wright. As SENCO, she is responsible for monitoring and coordinating the implementation of the Code within Grassroots Day Nursery. As SENCO, she is familiar with SEN legislation, the Code of Practice and the facilities and support services available within the local Early Years Team. The nursery SENCO will ensure that:

- We work in liaison with a range of agencies to meet each child's specific needs subject to parental

SEND

Policy

permission

- The key person for that child is fully aware and informed of the child's needs and how best to aid the child's development
- Key persons receive specialist training to enable them to assist the child in all aspects of their care
- We liaise with parents and other professionals in respect of children with special educational needs
- We advise and support other practitioners in the setting
- The appropriate Individual Education Plans are in place
- Relevant background information about individual children with special educational needs is collected, recorded and updated

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses. In planning future support for the child in discussion with colleagues and in monitoring and subsequently reviewing the action taken. They will also ensure that appropriate records are kept including a separate record of children at the Early Years Action and Early Years Action Plus Stages (see below), and those with statements. The key person usually responsible for the child should maintain responsibility for working with the child on a daily basis and for planning and delivering an individualised programme (supported by SENCO). Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice assumes that a child's special educational needs fall within a number of broad areas, including communication and interaction, cognition and learning, behavioural, emotional and social development, and sensory and/or physical difficulties. The SEND Code recognises that a child's difficulties could be in two or more of these areas.

Grassroots Day Nursery has a variety of different methods to help us monitor all areas of a child's development. Through this process any concerns may be identified, and an assessment of the child's needs will begin. Any concerns that are noted by a key person will be discussed privately with the parent/carer. This discussion will activate the procedures for the two-stage model of action and intervention as set out in the SEND Code: **Early Years Action** and **Early Years Action Plus**.

Parents/carers will be fully involved at every stage.

EARLY YEARS ACTION

When a key person, who works on a daily basis with a child, or the SENCO, identifies a child with special educational needs, interventions will be devised that are additional to or different from those provided as part of the standard Grassroots Day Nursery usual curriculum and strategies.

The main signs that suggest a child is having difficulties are that they:

SEND

Policy

- Make little or no progress, even when approaches have been used that have targeted their difficulties
- Continue to work at a level well below that expected of a child of their age, in certain areas
- Display persistent emotional and/or behavioural difficulties despite using behavioural management strategies such as those discussed in the Grassroots Day Nursery Behaviour Management Policy
- Have sensory or physical problems and make little or no progress despite having personal aids/equipment to support them
- Have communication and/or interaction difficulties and needs specific support in order to learn

At this stage, a child's parents/carers, the appropriate key person and the SENCO will liaise with each other to bring together as much information as possible about the child, such as assessments or behaviour observation records. Parents/carers will be consulted about any health or physical problems.

An Individual Education Plan (IEP) will be implemented. We will actively involve a child at age-appropriate levels, and their parents/carers, in discussions about a child's IEP, encouraging them to share in the recording and monitoring of their progress. The IEP will focus on a maximum of 3 or 4 targets and will record only strategies that are additional to or different from the normal curriculum of the nursery. The SEND Toolkit contains information on how to produce IEP's.

The SENCO will liaise, as appropriate, with parents/carers and any outside agencies that may already be involved with the child, such as social services/educational psychologist, ensuring that everyone, including the child's key person, are kept informed of support or advice strategies. IEPs will be continually kept 'under review', but regular (every 4 months) review meetings, which involve everybody who has been working with the child, will also be co-ordinated.

EARLY YEARS ACTION PLUS

Early Years Action Plus is the stage at which we need to involve outside agents who can support and help with advice on new IEPs, provide more specialist assessment, suggest new strategies and possibly offer specialist support or activities. The main signs that suggest that we may need to seek more specialised help are that, despite receiving an individualised programme and/or concentrated support, a child:

- Continues to make little or no progress in specific areas over a long period of time
- Continues to work at an early years curriculum well below that of their peers
- Continues to experience emotional and/or behavioural difficulties that impede their own learning or that of the group, despite having an individualised behaviour management programme
- Has sensory or physical needs, requires specialist equipment and/or requires regular support or advice from specialist practitioners

SEND

Policy

- Continues to have communication and interaction difficulties that impede the development of social relationships and cause problems with learning

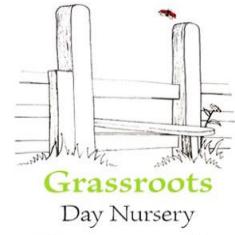
At this stage, an IEP review meeting will be arranged by the SENCO with the child's parents/carers. This review meeting will bring together all relevant information, such as assessment results, the IEPs, appropriate targets and teaching strategies whilst taking into account the above signs that suggest we may need to seek more specialised help from outside agents who can support and help with advice. At this stage Local Education Authority (LEA), under section 318(3) of the Education Act 1996, may be able to supply goods and services to assist Grassroots Day Nursery as an early education setting in supporting children eligible for government funding who have special educational needs but do not have a statement.

The SENCO will ensure that the child's parents/carers remain completely informed about their child's programme of work and that all relevant records are kept up to date and available for external specialist agents, making sure that their advice and support, as appropriate, are made available to both the relevant key person and parents/carers.

The SENCO will be aware of the importance of the team around the child (TAC) working closely with the specialised agents, the child's key person at Grassroots Day Nursery and their parents/carers, to decide on a new IEP, the targets and the teaching strategies. The new IEP will be reviewed as agreed at the TAC meeting generally every 6 weeks at a meeting, which involves everybody concerned with the child.

At Grassroots Day Nursery, we will consider the following ideas and type of provision and teaching strategies as offered by the SEND Code of Practice:

- Extra adult time to plan and monitor the programmes of intervention
- Provision of different learning materials and equipment
- Individual or group support, or staff development and training to introduce more effective teaching strategies
- Creating small groups within the mainstream setting, which receive extra attention from the key person or other adult (for example another nursery assistant, adult helper, other volunteers)
- Creating small groups which work outside the teaching classroom for short periods of time, with a professional or other adult
- Giving the child support out-of-hours, for example at lunchtime or after structured timetable hours
- Giving the child flexible access within the setting to a base where SEND resources and teaching expertise are available
- Teaching the child in groups which are permanently small and where specialist resources and teaching are available



SEND Policy

STATUTORY ASSESSMENT

For a very few children, the help given by Grassroots Day Nursery through Action Plus will not be sufficiently effective to enable a child to progress satisfactorily. It will then be necessary for Grassroots Day Nursery, in consultation with the parents/carers and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate, requesting a statutory assessment through LEA. Grassroots Day Nursery will supply the LEA with all relevant records, obtaining information and advice on health-related matters from the appropriate agents.

When the LEA considers an assessment, it will ask what difficulties have been identified by Grassroots Day Nursery, whether individualised teaching strategies were put in place through Early Years Action, and Early Years Action Plus, whether outside advice was obtained regarding a child's:

- Physical health and function, social skills, communication skills, emotional & behavioural development, perceptual and motor skills, responses to learning experiences, self-help skills and whether parental views have been considered

From this evidence, they will decide whether a child should be made the subject of a Statement of Special Educational Needs and the whole process should take no longer than six months. A statement will be reviewed every six months whilst a child is attending Grassroots Day Nursery and remains under five years of age. Grassroots Day Nursery acknowledges that although it is likely most children will be beyond early years provision before getting to the stage of needing a statement, we are aware of the process and the new legal obligations within the SEND Code of Practice.

Policy/Procedure name: SEND Policy	
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Signed: (Proprietor/Manager)	
Signed: (Deputy Manager)	