

### Special Educational needs - SEN



The Special Needs Coordinator (SENCO) is **Jayne Windsor** supported by **Viv Cumming**

This policy is in line with the SEND Code of Practice 2015 and Equality Act 2010.

This policy represents the agreed principles for Special Educational Needs throughout the Nursery, all staff at Clare House have agreed this policy.

#### Definition of Special Educational Needs (SEN)

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the Code of Practice 2015 for those who have Special Educational Needs and disabled children.

#### Introduction

At Clare House we aim to create a listening atmosphere and environment where everyone is welcomed, all individual needs are met, support is given and information is shared.

We also want to ensure that we enable all children to become confident learners with a growing ability to communicate their own views.

We are committed to working in partnership with parents/carers and outside agencies to raise aspirations and expectations for all children. By focusing on the whole child we ensure positive outcomes and enable the individual to fulfil their true potential and make a smooth transition into compulsory learning

To achieve this we will:

- Provide a welcoming, receptive and responsive environment in which parents/carers work in partnership with staff to meet each child's individual needs.
- Ensure effective communication between staff and children, staff and parents/carers, staff/parents/carers and outside agencies, and staff.
- Ensure that all children have access to a broad and balanced curriculum which is delivered using a variety of high quality teaching techniques and follows children's own interests.
- Plan for and regularly assess children's individual needs following a “assess, plan, do, review” cycle involving parents/carers every step of the way
- Develop a strong leadership and management team to support staff and stakeholders to identify needs and enable them to access training.
- Meet with parents regularly allowing flexibility for meeting times and respecting them as their child's first educators.
- Ensure transition periods are well planned for and information is transferred promptly and confidentially.
- Work collaboratively with the area SENCo (Wendy Toy) to monitor the progress and provision for children with SEND, and to monitor the accessibility of the physical learning environment, the curriculum and information for children with disabilities.
- Ensure all Nursery policies are inclusive and are known, and accessible, to all parents/carers, staff. sure that parents/carers are well informed about the support they can expect to receive.

## Aims and objectives

The aims of this policy are:

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- to enable all children to have full access to all elements of the nursery's curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

## Educational Inclusion

At Clare House we aim to offer 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 they are valued as part of our nursery community.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Through appropriate curricular provision, we respect the fact that children:

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

Staff use the 'Graduated Response strategy' to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Assess, Plan, Do Review which employs a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

Identifying and assessing SEN 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 is 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.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- 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.
- Using Somerset Total communication

## Somerset Total Communication

Somerset Total Communication aims to support people's speech, language and communication needs (SLCN) in Somerset. They provide training, resources and share good practice to help overcome challenges associated with speech language and communication needs. The aim of STC is to make sure that children, young people and adults in Somerset with speech, language and communication needs have a consistent approach to meeting those needs in all aspects of everyday life.

Helping people to communicate effectively, can enrich relationships, build confidence, improve self-esteem and enable participation in community life

Somerset Total Communication provides the training and resources required to develop an inclusive communication environment within the home, educational setting or workplace. Use of Inclusive Communication strategies can help people everyone, including those with a wide range of communication and learning requirements.

Total Communication is -

- using your voice - and varying its tone, pitch and volume
- using natural gesture e.g. pointing
- using body posture and demonstration e.g. if you are talking about beating an egg, demonstrate what to do
- using objects of reference e.g if you are talking about an apple - show an apple
- using pictures, photographs and video clips
- using signs and symbols

It is particularly important in the early years that there is no delay in making any reasonable adjustments educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

## Our Admission Arrangements For Children With Special Educational Needs

All children are welcomed into our early years setting, regardless of their educational needs. When we know that a child may have an additional need before starting with us, we will endeavour to set up a good transition for child and family into our setting. This will involve a pre-school entry plan meeting which will give staff a clear understanding of the child's needs and give them a starting point to be able to plan activities appropriately enabling all involved to have clear understanding and expectations.

## Identifying Children with SEND

At Clare House we believe that all children develop and learn at different rates, as is reflected in the EYFS and our Opening Statement. However, there are some children who, at some time in their time with us, may find it harder to access learning. It is important that we identify a child's individual needs as early as possible and put things in place to help them, as early intervention has been shown to improve children's long term outcomes.

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's individual learning needs.

A child is identified as having a special educational need and/or disability (SEND) :

'where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to children of the same age' (Code of Practice 6.15)

- **Communication and Interaction:** Children with speech, language and communication needs have difficulty in communicating with others. This may be because 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. These needs may change over time.
- **Cognition and Learning:** Support for learning difficulties may be required when children learn at a Differing pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties severe learning difficulties and profound and multiple learning difficulties Specific learning difficulties such as dyslexia or dyspraxia, affect one or more specific aspects of learning.
- **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours can reflect underlying mental health difficulties such as anxiety or depression, attention deficit disorder or an attachment disorder.
- **Sensory and/or physical needs:** Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment, hearing impairment or multisensory impairment. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

### What to do if a child raises cause for concern:

Where a child appears not to be to achieving expected developmental goals, or where their progress gives cause for concern, practitioners should consider all the information about their learning and development. Information is gathered from within and beyond the setting, such as formal checks, practitioner observations and any more detailed assessment of the child's needs alongside parent's views and thoughts. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources, In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will then take the lead in further assessments of the child's needs. The Individual Assessment of Early Learning and Development (IAELD) is designed to be completed if practitioners are concerned about a child's rate of progress compared with their peers, or when some of their skills appear to be delayed. The IAELD assesses a child's skills within the setting in collaboration with parents or carers.

We will record the strategies used to support the child within an Assess, Plan, Do Review (APDR). The APDR 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 once a term. Parents will be fully involved in this process.

If the review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new outcomes. The new strategies within the APDR will, wherever possible, be implemented in the child's nursery setting.

If the child continues to demonstrate significant cause for concern, a request for additional funding may be required. This will be consented to by the parents who will be fully involved with the process, the funding will enable us to source appropriate resources which will be used in the best way to support the child and scaffold their individual learning with the setting.

### *Allocation of resources*

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with additional needs. We may apply with parental permission for Exceptional Needs Funding through Somerset County Council.

It is important to recognise that a delay in learning and development may not indicate that a child has **Special Educational Needs**, However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as environmental, housing, family or other domestic circumstances these may be contributing factor to the presenting behaviour, In such cases a multi-agency approach may be adopted: such as the Early Help Assessment.

## WHO'S WHO

At Clare House the SENCO and Assistant SENCo:

- manage the day-to-day operation of the policy; ensuring these meet the required and relevant Acts and code of Practice. And put these into practice
- Regularly review these
- co-ordinate the provision for and manages the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with Special Educational Needs;
- act as the link with parents;
- act as link with external agencies and other support agencies;
- monitor and evaluate the Special Educational Needs provision.
- manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
- contribute to the professional development of all staff.
- Monitors the movement of children within the Special Educational Needs system in the nursery.
- Provides staff with regular summaries of the impact of the policy on the practice of the nursery.
- Draws up Individual Education Plans for children. The SENCO and the managers hold regular meetings to review the work of the nursery in this area.
- Monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

- Ensure that the key person is completing the relevant Observation, Recording, Assessment and Planning cycle
- Take the lead in observations and assessments of children with SEN including their strengths and areas to develop using the Individual Assessment of Early Learning and Development where appropriate
- Liaise with the key person to complete the relevant paperwork and assessments
- Gather evidence and co-ordinate support, work with colleagues to develop the child's skills through inclusive planning in line with Early Years Foundation Stage Curriculum.
- Keep appropriate records which are regularly reviewed and monitored;
- Apply for Action plus Funding where appropriate.
- Support agencies and families with Educational Health Care Plans
- Work closely with parents to ensure background information is collected and shared appropriately.
- Promote a positive working relationship with parents/carers;
- Develop links and liaise as appropriate with other professionals, Health Visitors, SEN preschool Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists.
- Professional Development
- Attend SENCo clusters regularly to update and inform;
- Identify individual setting's needs and arrange in-house training where appropriate.
- Have an awareness of Early Help Assessment
- Use your knowledge and experience to support your setting to develop their inclusive practice.

### Partnership with Area SENCO

The Area SENCO Wendy Toy plays an important part in planning for children with SEN to transfer between early years provision and schools. She helps to make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

Typically, the role of the Area SENCO includes:

- providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice
- providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
- strengthening the links between the settings, parents, schools, social care and health services
- developing and disseminating good practice
- supporting the development and delivery of training both for individual settings and on a wider basis
- developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and
- informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years

### Partnership with parents

At Clare House we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have frequent meetings with parents to review the progress of their children against the targets set in the APDR and to set new targets for the next term. We hold discussions with parents about any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

#### Pupil participation

In our nursery we encourage children to take responsibility and to make decisions. This is part of the culture of the nursery and relates to children of all ages and all abilities. The work in the nursery recognises the importance of children developing social as well as educational skills.

#### Education Health and Care Plans (EHC)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

#### Early Help assessment (EHA)

The EHA is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The EHA is aimed at children and young people with additional needs who have needs that are not being met by their current service provision

Every family goes through challenging times at some point. Early help means working with parents and families so that small problems don't become big problems. Early help is for everybody, for families with children and young people of any age. And it's parent's choice whether to have it or not.

There are lots of reasons why people look for early help. It could be that they are worried about a child's health, development or behaviour, or how they're doing at school, or perhaps because they are caring for a disabled child. It may be that money or housing is affecting the family. Maybe the child or family is affected by domestic abuse, drugs or alcohol or crime. Perhaps the child is a carer for other people, or maybe there's been a bereavement in the family that's made life a real challenge.

Early help assessment is a conversation to work out how to help stop small problems turning into big problems. Families can talk about things that are going well and things that they're proud of as well as things that they're finding a challenge. This person will also talk with the child or children in the family to make sure they understand how they are feeling and anything they think they might want some help with. What happens next will be different for every family. They might make a plan to sort out the problems or arrange meetings with other people who might be able to help. This is called a team around the family meeting. They might want to get a service (like family support or therapy or a children's centre) to give the help and advice. These are just examples. Parents have control over what happens next and can say what they want. If they decide they'd like some help, the person they talked with will ask if they can share details of the conversation. They need to be happy with this and give permission. This is to make sure the people who will be supporting them are able to do a good job and understand the journey they and their family have been on.

### Local Offer

Local authorities (Somerset) must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.