

THE IONA Nursery

SEND Nursery (Revised August 2018)

SEND Policy

The Iona Nursery is committed to making our setting inclusive and accessible to all children and to making sure that children are able to reach their full potential. All children have the right to the Early Years Foundation Stage and all staff have a duty to meet the needs of all the children attending the setting.

We have regard for the Special Educational Needs and Disability 0 – 25 years (SEND) Code of Practice (DfES 2014) on the early identification and assessment of children with special educational needs and section 69(2) of the Children and Families Act 2014. We have adopted the practice as outlined in the SEND Code of Practice.

We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our SENCO is Eileen Hickman, who co-ordinates the school and nursery SEND projects. We have two SEND trained nursery staff at all times.

We have a separate policy for the support of children for whom English is an additional language

Defining SEND

SEND stands for Special Educational Needs and Disability. Children have additional educational needs if they have a learning difficulty that calls for additional educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definition of the above categories or would do so if special education was not made for them.

The Code of Practice provides an overview of the range of needs, which is divided into 4 broad categories:

- Communication and interaction; includes students with, general, moderate and specific difficulties including dyslexia
- Cognition and Learning; Physical and sensory: includes visual and hearing impairments, medical and physical mobility difficulties and co-ordination / dyspraxia difficulties
- Social, Emotional and Mental Health Difficulties; includes immature social skills, withdrawn and isolating behaviours, vulnerability, hyperactivity and disruptive and disturbing behaviour
- Sensory and/or Physical difficulties; : includes speech and/or language delay, specific language impairment, dyslexia, dyspraxia, hearing impairment and autistic spectrum disorder;

Disabled Children and Young People

We aim to foster an environment where all children are:

- Seen as children first
- Able to access and are fully accepted and involved in all activities
- Encouraged and enabled to be as independent as possible
- Respected when care is of a private nature

In order to meet the needs of all children, including those with SEN, we consider the following issues

- Access
- Activities (planning and differentiating these)
- Staffing levels - making sure these are adequate to meet a child's needs
- Training of staff
- Resources and equipment
- Challenging stereotypes and promoting positive attitudes amongst all children and staff

Individual programmes, monitoring of progress and record keeping

We will endeavour to ensure that all children are treated with equal concern and respect and encouraged to take part in the activities that are provided. We will assess the specific needs of every child and take the relevant steps to adapt our facilities and activities to meet the needs of everyone. We will ensure that:

- The environment is suitable for disabled children and those with SEN;
- Staffing arrangements meet the needs of individual children;
- Our written policy is available to parents and is consistent with current legislation;
- Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities;
- Regular liaison takes place with parents and other professionals about the need for special equipment/services for children.

How we assess children for SEND in the nursery

1) All children have a recorded observation each week. This observation lasts for 20 mins and we record the following

Physical development,

- **Fine motor skills;** such as painting, drawing, how a child relates to and picks up an object and sensory skills such as how the child uses play-doh, water play and sand play.
- **Gross motor skills;** walking, running, jumping, climbing
- **Locomotive skills;** running and kicking a ball, in ring time we use physical songs so we can observe movement

Social development;

- Interaction with other children and staff, how they interact with their parents.

Emotional development

- We observe to see how children relate to their peers in an emotional way, offering sympathy, showing remorse and how they behave in their own selves. If they are capable of controlling their emotional behaviour in an age appropriate capacity

Communication & language

- how children interact, do they talk or use hand movements, how clearly they are able to use speech

- If they use hand movement, are these understandable
- how they interact with staff so we are able to fulfil their needs

If staff note that there are issues on their weekly records, they would discuss this with other staff to ensure that there is a full picture. We will communicate with any shared or previous settings and any known health visitors so we have the full picture. The child's key worker will be heavily involved with the procedure.

This will then be discussed with the parents, with meeting notes being taken and recorded on the child's file. Then staff would speak to the overall SENCO, who would give the staff observation sheets.

The SENCo will then be responsible for monitoring the needs and progress of children with SEN. The SENCo will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

Two year check

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.

If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

The written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability).

It must describe the activities and strategies the provider intends to adopt to address any issues or concerns.

Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to.

Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

Development files

This is completed every two months by the child's key worker. These record the child's development in line with the EYFS. We also refer to the weekly observations whilst filling out their development files.

Objectives

- To work within the guidance provided in the SEND Code of Practice 2014.
- To identify the needs of pupils with SEN as early as possible by gathering information from parents, health and care services and previous settings prior to the child's entry to school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum and extra-curricular activities. This will be coordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create an environment where children feel safe to voice their opinions of their own needs.
- Provide support, advice and training for all staff in order for them to meet the needs of all children

Admissions arrangements:

- All children, including those with identified SEN, are eligible for admission to the setting following discussions with parents/carers.
- For a child with known SEN then systems and procedures may need to be put in place, resources bought, staff employed, modifications made to the environment, risk assessments carried out, etc.
- A child cannot be refused admission on SEN grounds. However a child may not be able to be admitted to the setting if the it would not be safe for that child or his/her admission be to the detriment of the other children

Ethos and policy aims

Issue date

This policy takes effect from May 2011

Review date

This policy will be reviewed and revised by the school manager on an annual basis.

Endorsement

Full endorsement to this policy is given by:

Name: Mr Martin Taylor

Position: Iona School Trustee

Signed: 

Date: 27.08.18

Related policies

- SEND School
- Assesment
- English as an additional language
- Diversity & Equalities

