



The Barn Nursery and Preschool

Special Educational Needs Policy

This Special Educational Needs Policy takes account of the Education Act 1996, the Equality Act 2010, Human Rights Act 1998, UN Convention on the Rights of the child 1989 (article 28) and UN Convention on the Rights of Persons with Disabilities (Article 24) which all state the right of disabled people to receive an education, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2015, the policy of the Local Education Authority and the aims of the nursery as outlined in nursery documentation.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. As an early years provider in the private, voluntary and independent sector we must have regard to the 2015 Code of Practice.

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 in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

We follow the fundamental principles of the SEN Code of Practice and these are:

- A child with SEN should have their needs met.
- The SEN children will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad-balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage.
- Arrangements must be in place to support children with SEN or disabilities; including a clear approach to identifying and responding to SEN.
- Being aware of and alert to emerging difficulties and responding early.

Special educational provision means:

- (a) For children of 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 or by

relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

- (b) A child under compulsory school age has special educational needs if he or she has a significantly greater difficulty in learning than the majority of others of the same age.

English as an Additional Language

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Access for the Disabled

The nursery is equipped with wide doorways and disabled toileting facilities. The needs of the pupils will be taken into account when considering full access to the foundation stage curriculum.

Identification, Assessment and Provision in Early Education Settings

The Government's Early Learning Goals set out what most children will have achieved by the end of the Early Years Foundation Stage (the end of the school Reception year). Children will progress at different rates during the EYFS and some children may not reach the goals by the end of their Reception year. These children will need differentiated learning opportunities and regular monitoring within our setting to help them make progress. In addition the 'Early Years Outcomes' is an aid to enable practitioners to understand the outcomes they should be working towards.

The Special Educational Needs Coordinator (SENCO) is Louisa Minas

The EYFS framework requires early years providers to have arrangements in place for meeting children's SEN, including the expectation to identify a SENCO.

The SENCO will have responsibility for:

- Liaising with parents and other professionals in respect of children with special educational needs.
- Taking the lead in further assessments and planning support.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate Individual Targeted Plans are in place and that these are reviewed regularly.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated at SEN Support and for those with an Education, Health and Care Plan.

Graduated Response

If a child in our setting is not making the expected progress, it may be necessary to use alternative approaches to learning. We operate a graduated response system where staff initially:

- Bring an issue to the attention of the SENCO
- Observe, monitor and share their findings with staff and parents.
- Are allocated time to devise planned intervention and monitor.
- Adapt working practices and the environment to suit the needs of the child.
- Produce individual targeted plans with achievable targets for the child.
- Attend regular staff training to provide effective intervention.

This graduated response recognises that there is a continuum of special educational need and, where necessary and with parental permission, draws support from a range of specialist expertise to support the child. In our setting the different support mechanisms may include:

- An initial visit from the health visitor.
- Referrals to outside agencies including speech therapists, paediatricians, educational psychologists etc.
- Support from the Early Years Team/LA support services for advice or equipment.

Initial Concerns

Staff may initially have concerns about a child that they share internally and in particular with the SENCO. At this stage staff should observe the child regularly to gather evidence for possible future discussions with parents or outside agencies.

Discussions with parents

If staff feel that there is still cause for concern after their initial observations, parents will be invited in to discuss these concerns with a staff member. Parents will be invited to contribute their knowledge and understanding of their child and raise any concerns they may have and to contribute to targets resulting in individualised planning known as 'Targeted Support'

SEN Support

When a child in the setting is identified as having special educational needs we initially devise our own interventions to be used in addition to our usual curriculum (SEN Support). The triggers for SEN Support could be that the child:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly lower than those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access.

Individual Targeted Plan

A Targeted Plan contains planning for the child which is *additional to*, or *different from*, the standard provision and includes:

- Short-term strategies set for the child.
- Teaching strategies.
- The provision to put in place.
- When/how the plan is to be reviewed.
- The outcome of the action taken.

The Targeted Plan will be reviewed half termly with parents and, if appropriate, the child and outside agencies. Where it is deemed not applicable for the child to attend their views and needs should be taken into consideration.

Requests for an Education, Health and Care Needs Assessment

For a very few children the help given by the early education setting through SEN Support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary

for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for an Education, Health and Care Needs Assessment is made to the LA, the child will have demonstrated significant cause for concern and the setting will have evidence gathered throughout the stages listed above.

Annual Review

As a result of an Education, Health and Care Needs Assessment the LA will decide whether a child needs provision through an Education, Health and Care Plan. The Education, Health and Care Plan will outline the provision necessary, the name of the setting where the provision is to be made and how the needs will be met; this may be through additional support or equipment and may have a cost implication to the LA. All EHCPs are reviewed at least yearly and all those involved are invited to consider whether any amendments need to be made.

Record Keeping

We keep individual records; these are based predominantly on observations. We use regular observations, consultations with parents, staff and other professionals to inform planning in order to meet the needs of individuals. Information gathered may be shared with other professionals with parental permission; a summary of achievement and relevant attachments are sent on to the next school. The records we keep are available to the child's parents on request.

The Local Offer

We are aware of the Local Offer and will signpost parents the information about provision they can expect to be available across education, health and social care for children and young people in the area with SEN or disability.

Confidentiality

We will respect parent's rights to confidentiality when supporting children with Special Needs; we will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals. All meetings with parents other than the normal parent staff contact will take place in private.

Parents will be involved in setting all targets for their child. Targeted Support will be reviewed regularly and parents will be invited to contribute to this review.

All of our staff will need to be aware of the Targeted Support targets agreed for a child as they are all likely to be involved in supporting that child. However, all of the staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the settings SENCO or Manager who would discuss any need to share information with the child's parent or carer.

EYFS Nursery Transfer Summary

If a child moves to another nursery or reception setting, we complete a Nursery Transfer Summary that outlines the child's achievements at our setting. This has a section which relates to Special Educational Needs and asks for the parents and child's comments.

This policy was adopted by

The Barn Nursery

On

September 5th 2021

Date to be reviewed

September 2022

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or

owner)

