



## Special Educational Needs/ Disability (SEND) Policy

### **Rationale**

At Stepping Stones we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognize that some children have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment.

We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child. We work closely with parents and other agencies to monitor the child's progress carefully and provide effective, additional support to meet the child's needs.

### **Our Aims**

- To ensure that all staff, including students and volunteers are aware of the details of the SEND policy.
- To ensure that we are working with due regard to the current SEND code of practice
- To identify the necessary provision and staff arrangements to meet the special needs of all children.
- To adapt, modify and develop activities through planning to ensure children are able to access all activities.
- To make flexible arrangements for additional adult support to enhance the social development and interaction of children.
- To ensure the physical environment is suitable for the child and make reasonable adaptations to fit the needs of the individual.
- To challenge inappropriate attitudes and practices
- To promote diversity and difference and encourage children to value and respect others.

### **Staff responsibilities**

The nursery's designated SENCo is: **Kelly Dixon and Amandeep Shoker**

Their roles and responsibilities are:

- To ensure the aims of the SEND policy are reflected in the practice of the setting
- To ensure that the needs of all the children with a SEN and/or disability are being included in all aspects of the nursery planning, practice and assessment.
- To maintain a special educational needs register and to keep up to date records on each child at each appropriate stage.



- To support staff and keep them well informed of developments in relation to SEND
- To ensure that all staff are aware of the procedures for identifying, assessing and making provision for children with a SEN and/or disability (refer to flow chart)
- To ensure staff development through staff training and course feedback at staff meetings.
- To ensure effective liaisons with parents and external agencies
- To support staff when writing Individual support plans (ISP) and Individual Education plans (IEP) when appropriate and set realistic targets for the child.
- To set dates for evaluations and reviews, whilst working in partnership with parents, ensuring copies of all written reports are available to parents.
- To support staff when liaising with external agencies for example attending meetings and reviews.

Staff will be sent on courses that support their roles as early years practitioners. They are able to access specific courses designed to support them when working with children with a SEN and/or disability, or medical needs.

Staff are all made aware of the process of identifying a SEN and/or disability and are supported in their roles by the nursery SENCO and the local authority area SENCO.

### **Early identification and intervention**

- We make regular observations and assessments of children's play, learning and progress to enable early identification of any child's special needs.
- We monitor the progress of children with identified special needs carefully so that we can plan appropriate provision and support for these children
- We use a graduated approach to identify and meet children's individual needs. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review. Recording clear targets and strategies for development and progress
- We use a range of strategies, as well as verbal communication, to involve the children in setting and reviewing targets. Children are encouraged to make choices and share feelings and wishes with staff.
- We use a range of strategies to engage the children in play, and provide learning activities to suit individual children's most effective style of learning.



## **Working with children with Statements or specific medical needs**

As an inclusive setting we ensure that children who have a statement are able to access the learning and development opportunities that they need to thrive. We work alongside both parents and external agencies to support the child.

In line with regular nursery practice, the child will receive a home visit which will allow the key worker and management to discuss with the parent, the specific needs of the child. They will then have a period of settling sessions. During this time the Nursery SENCo will liaise with the area SENCo and any other professional that is already involved with the child.

The Nursery SENCo, manager and staff team will work in partnership with professionals such as educational psychologists, physiotherapists, occupational therapists, speech and language therapists and any other relevant agency to ensure that the child has a specific IEP in place to support learning. The nursery will take direction from these external agencies and will support the child through making reasonable adjustments to the setting where possible and obtaining resources that will aid development.

Where a child is going through the process of a statement, the nursery will provide reports and evidence as necessary to the relevant agencies. They will provide detailed information regarding the child's progress within the EYFS and in other areas as required. They will work with parents and agencies to ensure the child is accessing the learning opportunities they need.

For children with specific medical needs we will work with parents and relevant agencies to develop a care plan, ensuring that all staff working with the child are aware of the medical condition and the procedures to be followed. We will make the necessary reasonable adjustments in line with the equality act 2010. Staff will receive relevant training regarding the administering of medicines and the procedures to be followed, for example epilepsy training and the use of epi pens to administer medication for those with allergies. Information regarding the medical need will be available within the child's base room and any new staff will be informed of this information as part of induction. Information such as dietary requirements will also be available within the food preparation area so that anyone preparing meals is aware of allergies.

## **Partnership with parents**

The setting adopts a team around the child approach.

- Parents are valued as the child's first and foremost educator.
- We seek to build positive relationships with parents as partners and ensure time is made to meet and share information about the child's needs and strengths. This is done through the usual parent evenings and also within the reviews that take place as part of the child's IEP monitor and review sessions.



- We check that parents understand the graduated procedure of intervention and that they are aware of the stage their child is at and what support they can expect.
- We respect the different perspectives and needs of the parents
- The SENCo, management and staff ensure that there is a consistent communication and consultation with parents.
- We consult with parents about information that should be shared with others.

### **Partnerships with External Agencies**

The Area SENCo for the nursery is **Cath Amphlett**

- Once we have obtained parental permission, we would contact Cath for assistance.
- Cath would come into the nursery and observe the child. Following this she would discuss with the key person what strategies and next steps would be needed to support the child.
- She would support staff as necessary to write up an I.S.P and fill in any necessary referral forms
- She would support us by attending consultations with the parents about next steps.
- The SENCo liaises with other supportive agencies to develop good working relationships.
- The setting works/shares information with outside agencies involved with the child and staff are committed to act on advice given as part of the team around the child.
- Written records are kept with dates of meetings with external agencies. These are kept within the child's individual section of the SEN register folder.

### **Record keeping/Confidentiality/Consent**

- All records relating to the child's additional needs are held in a 'Record of Additional Support.' This record is held securely within the SEN register in the child's individual section.
- Staff working with the child, have access to I.S.Ps and IEPs as part of their working documentation.
- Consent is obtained from parents before ISP/IEP are completed.
- Parents are required to sign all written documentation relating to the additional need (e.g. ISPs/IEPs, record of additional support front sheet.
- Written consent is obtained from parents prior to passing on copies of relevant paperwork to other settings. A copy of all paperwork is kept within the child's file.



## **Transition**

- All children within the nursery are part of a thorough transition process.
- When transitioning between rooms, detailed information sheets are completed by the child's current key worker so that their new key worker has as much information as possible. The SENCo will also liaise with the new keyworker to offer support and guidance.
- Links are made with other settings and schools to ensure transition is as smooth as possible for all children.
- Teachers from the child's receiving school will be invited into the nursery to meet with the child and parent and discuss information regarding the child's additional needs.
- The child's key worker will then obtain photos of the child's new setting and will develop a transition booklet for the child.
- Where necessary a meeting will be held to discuss the child's current needs and what will need to be put in place prior to starting the new setting.
- A summary sheet with information regarding the child's progress within the EYFS and other relevant information is provided. This is forwarded to the receiving setting/school.

## **Complaints**

Complaints are dealt with in line with our procedural complaints policy. (Please see separate complaints policy) In addition, parents may wish to discuss their concerns with the nursery SENCo. Parents may wish to consult the local authority SENCo team.

## **Monitoring and reviewing the policy**

The management and nursery SENCo are responsible for monitoring that the policy and practice accurately reflect one another.

The policy is reviewed annually and/or in response to any changes within legislation and within the setting.

The whole staff team views will be considered when reviewing the policy and every effort will be made to ensure it is easy for staff and parents to understand the policy and procedures of the nursery.

**This policy is in line with 3.66, 3.73 of the Statutory framework for the Early Years Foundation Stage.**