

Written February 2022

Reviewed by JH 08/10/2024

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

Humming Bees Day Nursery recognises that every child should be equally valued and included and has the right to be given the opportunity to achieve their potential. We therefore welcome all children and parents/carers into the setting, and we will endeavour to meet each child's individual needs. The nursery aims to:

- Identify special educational needs and disabilities at the earliest opportunity
- Develop a partnership with parents/carers to aid early identification of special educational needs
- Ensure equal access to the nursery by all children, including those with special educational needs
- Provide a wide range of learning opportunities
- Build on each child's knowledge, experience, and abilities
- Provide a firm foundation for all future learning

### **Admissions**

The Nursery Equal Opportunities and Diversity Policy ensures that no child will be refused admission to the nursery based on his or her special educational need. We will not discriminate against any child. We will accommodate any adjustments that might be necessary for children with additional needs.

### **Special Educational Needs Coordinator (SENco)**

We have designated SENco who works in conjunction with the manager and deputy manager and is responsible for:

- Coordinating support for children with SEND
- To lead, motivate and ensure all keyworkers understand their responsibilities to children with SEN. Advising and supporting colleagues
- The day-to-day operation of this SEND policy
- Maintaining the Nursery's SEND register and overseeing the records of all children with special educational needs
- Organising and implementing the use of SEND resources including MDP
- Ensuring parents are integrally involved throughout
- Consulting with any external agencies and professionals which may be involved with individual children's development

### **Parent/Carer Partnership**

Partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential. We fully involve our parents/carers in all aspects of their child's development and

encourage participation when we seek advice from the relevant professionals who will assist us in the best support for their/children. Parents are notified with any professionals are contacted in these instances.

Parents/carers will be part of review meetings for their child's development termly and any additional meetings required to help support the parent will always be available with our SENco and/or the child's key person.

Any concerns or queries can be made at anytime

### **Implementing the Graduated Approach**

The designated SENco is responsible for ensuring all staff are confident and capable of implementing this approach. Regular training and support will be provided by the SENco in the form of meetings, seminars and assessments to ensure that the nursery is providing a well rounded level of care.

We use the graduated approach. This consists of four stages of action: assess, plan, do and review. It forms a good basis for reflective practices and developing high quality teaching.

If practitioners/key persons in consultation with parents/carers conclude that a child may need additional support to help them progress, staff should seek the help of the SENco. The SENco and colleagues will collect all known information about the child and seek additional information from the parents/carers. This information will help the key person and SENco formulate a detailed plan to meet the needs of the individual child.

The SEND Code of practice requires us to implement a person-centred approach to assessment and planning. This is called "One Planning." It is a continual process of listening and learning about what is important TO and FOR the child. This is put together with the child, family, SENco, keyperson, and any other relevant professionals working together to make it happen. One plans are reviewed and updated on a regular basis.

### **One Planning**

One plans should:

- Reflect the hopes, wishes and aspirations of the child and their family
- Reflect the child's strengths, positive skills and qualities
- Be based on high quality assessment over time
- Identify clear outcomes agreed with the child and their family and how these will be achieved
- Identify targets and steps towards outcomes
- Have SMART (specific, measurable, achievable, realistic and time-bound) outcomes and short term targets
- Specify and quantify the evidence-based provision to develop the knowledge, skills and understanding of the child (adjustments, room modifications, approaches and interventions)
- Identify who is going to do what, when, how often and for how long (including family and the wider community)
- Identify clear success criteria

- Identify the date the One Plan was created a date for the next review

### **Transitions**

Transition to schools/early years settings will be supported by the SENco where needed alongside the key person and will include planning and preparation before the child leaves

Records of achievement and development will be shared with all required agencies and the receiving setting/school

The transition into the new setting can be supported by visits to the new setting by the child's key person and/or SENco with the child and their parent/carer.

There will be information sharing with the new settings SENco and class teacher/key person. All One plans in place will be discussed and current strategies used will be explained.

Should a child start at this setting with already identified needs, we will work closely with the family to ensure a smooth transition is successful. This may include a meeting with our SENco, and they may also arrange a home visit. We will gather all necessary information to ensure support is in place for when the child starts.

### **Record Keeping**

The Nursery maintains a record of all children in its care as required under the EYQFS. The Nursery will record the steps taken to meet children's individual needs.

The SENCO will maintain records about their children which will be made available to parents/carers. These records will include how the setting supports children with SEN and disabilities. It will also store all reports and documents from other professionals about the individual children.

### **Training and Development**

Our SENco will assist the Manager with regular training and updates to practitioners on matters regarding SEND provision. Continued training is important to us. Termly SENco Network is mandatory.