

4. Special Educational Needs and Disabilities Policy and Procedure

At Westfield House we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the nursery according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with

specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice

- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCO) is Rachael Salmon (Preschool leader and Curriculum Manager). She works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the nursery, always making sure plans and records are shared with parents.

Special Educational Needs and Disability code of practice

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

Westfield House will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early years provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child.

The Code of Practice recommends that, in addition to the formal checks above, the nursery should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. The nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Methods:

* Assessment.

Children will be observed on a regular basis. These observations will help to regularly up date the child's Learning Journey and this will then be formally updated and shared with parents on a bi-annual basis.

Where children are not meeting typical development targets for a child of their age this concern will be brought to the attention of the manager / SENCO immediately. Together the manager /SENCO and Key person will discuss next steps and planning appropriate for the child's individual needs. This information will also be shared with parents through a mutually arranged meeting.

As a partnership the next steps and course of action will be discussed with parents and where necessary their consent will be gained to involve external agencies.

* Observation and Monitoring.

Children will be continually observed during their time at the setting and observations will be regularly submitted to the Baby's Days system.

Where a concern has arisen around an aspect of development this will be accordingly planned for and monitored through activities and observation on a weekly basis.

* Additional Support.

If a child is not seen to be meeting typical targets for development whilst in our care the following procedure should apply.

- Inform your room leader and management immediately.
- Look at the EYFS guidelines and have a discussion on where they are / where they should be for their age and stage.
- Plan and initiate some activities to help develop the child.
- Invite parents in and discuss findings with them.
- Inform parents of the action initially put in place and explain why. Involve them and gain their input for further action and next steps. Introduce home learning to enable them to fully support and give consistency to the child.
- Set a timescale of when this will next be monitored and schedule in a meeting to involve key person and parent and ideally the manager.
- Ensure plans are rolled out daily / weekly (as agreed)
- Ensure observations and evaluations are made on a regular basis to inform all parties involved as evidence of developments or where no development has been made.
- At the review, share all information with parents and also ask for their input and findings from home learning.
- Decide on the next course of action i.e. further planning / home learning and the possibility of involving external agencies.

At any stage if additional support is needed whether through practitioner support or through the provision, resources and enhancements, all practical

and reasonable adjustments will be made to ensure the child is fully included at all times.

If reasonable adjustments were needed to be made to the property itself this would be fully looked into and assessed and any work would be undertaken as soon as was practically possible. If for any reason an adjustment could not be made then this would be fully discussed with parents and any other parties involved and if possible an alternative would be found.

Where it is felt the need to involve an external agency this is done as soon as practical. The earlier the intervention hopefully the less of a gap there is to close.

At all stages the thoughts and views of the parents are taken fully into consideration.

Where possible i.e. with an older child their views and thoughts will also be sought and they will too be involved in all decisions made.

* Complex needs.

For children with more complex health and educational needs it may be necessary to have an Education, Health and Care (EHC) Plan in place.

* Transitions.

We would work together with next key persons and settings to support a strong transition for each child. We would share their learning journey, and appropriate information about the child that the setting would need to know with parental consent for working with external partners/settings.

* Signposting.

If we cannot meet a particular need we would help signpost parents to external agencies to seek additional help and support.