

## Special Educational Needs and Disability

### This policy takes into account:

- The Lamb Report 2009
- Every Child Matters.
- SPECIAL Educational Needs Code of Practice 2001.
- Special Educational Needs and Disability Act 2001.
- Relevant Local Authority (LA) recommendations
- LA SEND Criteria.
- Referral Forms
- The Revised Early Years Framework September 2012
- Gloucestershire Guidance Booklet for Professionals working with Children and Young People (0 -25 years) with Additional Needs including Special Educational Needs and Disabilities.

The Lamb Inquiry Report 2009 recommends parents/carers to have a stronger voice, higher expectations for SEND children, greater responsibility and a more accountable system.

The Special Educational Needs and Disability Act 2001 gives children with SEND a stronger right to be educated at a mainstream setting.

Part 2 of the Act amends the Disability Discrimination Act 1995 (DDA) to prohibit all settings from discriminating against children in their admissions policies.

The staff at Churchdown Day Nursery Ltd aim to be inclusive through providing equal opportunities and access across all aspects of a child's learning and development regardless of their ability, disability, gender or colour.

### Admissions arrangement

Here at Churchdown Day Nursery Ltd we take full account of inclusion and will not exclude children from admission on the basis of them having a special need.

## Objectives

Provision will be made through:-

- Implementing the Special Needs Code of Practice 2001, and identifying individual needs according to the Children's Services Directorate.
- Provide clear monitored and reviewed Special Educational Needs and Disabilities (SEND) practice and ensure that all identified pupils' needs are regularly reviewed.
- Ensuring that the educational needs of each child within the setting is considered when planning the environment to ensure that all children are able to reach their full potential.
- Working in partnership with parents in respect to their child's needs.
- Ensure that challenge and opportunity is provided for those children identified as Gifted and Talented.
- Training to ensure all staff are aware of the range of Special Needs, Have regular SEND updates and support to ensure a consistent approach.
- Liaising with professionals to provide a multi-disciplinary approach if appropriate.
- Develop and use the expertise of multidisciplinary agencies to support provision, in this way providing support for parents, children and staff alike.

## Staffing

1. Specific Educational Needs and Disability Co-ordinator **Adam Wells**
2. Key Persons

## Arrangements for Co-ordinating Provision

Any child identified with Special Needs will be placed on the SEND Register by the SENCO, following dialogue with the parents. A My Plan or My Plan + will be written identifying the relevant programmes and how these will be carried out by staff. Referral to the Multi-professional team will provide further guidance and support and identify further actions where necessary or through the

completion of a Common Assessment Form (CAF) to identify appropriate and relevant support for the child and family.

### The Role of the Specific Needs Inclusion Co-Ordinator

- Day to day management of the SEND Provision.
- Maintain and update the SEND policy.
- Co-ordinate provision for children on the register.
- Ensure that staff are appropriately kept up to date and trained.
- Co-ordinating the graduated approach, to provide the relevant provision.
- To, meet with parents and key persons when a child is placed on the SEND Register.
- Liaising with, and advising colleagues on meeting the range of needs of the children in their care through their child's My Plan/ My Plan +.
- Ensuring all identified SEND children have a My Plan/ My Plan + with SMART targets.
- Support staff in the My Plan/ My Plan + writing process where necessary.
- Ensuring all My Plan/ My Plan + are regularly updated with the key person and are shared with all relevant staff.
- Liaise with staff on the progress children have made on their My Plan/ My Plan +.
- Organise regular review meetings with parents of children placed on the SEND register.
- Monitor children's progress through maintaining effective tracking and record keeping systems.
- Meet with the MPT (Multi-Professional Team) to review and prioritise the needs of children on the register needing outside agency input and liaise with outside agencies.
- Work closely with and foster partnership with parents to ensure the child's needs are supported and information exchanged.

- Liaise with, and ensure that information about children on the SEND Register is passed on to their next school.
- To work alongside management ensuring that they are aware of existing and future SEND requirements.

### The role of the Key Person

- Identify any child in the setting who may have difficulties by gathering information about the child so that an informed evidence based decision can be made about any special needs.
- Keep My Plan/ My Plan + reviewed, evaluated and updated every 6-8 weeks, or longer if it has been prepared by other professionals and targets are ongoing.
- Liaise with parents/carers so that programmes of work, tasks and strategies included in the My Plan/ My Plan + are successfully implemented.
- Work with the SENCO and outside agencies and implement advised targets in the classroom.

### Identification and Assessment

Children are assessed on a daily basis within their everyday activities within the setting. This assessment and the professional judgements of the key person can indicate when a child is having difficulties. The key person will monitor the child closely to provide an evidence base. The key person will use this evidence to liaise with the SENCO about such children so that an informed decision can be made about the best path to be taken to affect progress. Children are placed on the SEND register by the SENCO after consultation with the parent/carer and key person.

### Further Identification Indicators

Progress

Behaviour

Low self esteem

Health or social concerns

### The Special Needs and Disabilities Register

Children are placed on the register by the SENCO after meeting and consulting with the key person and the child's primary carers. This is based on the revised Code of Practice 2001 where special needs provision follows a staged approach: My Plan, My Plan +, Formal Assessment, and statement.

### Support Arrangements

Regular meetings with parents/carers to share and discuss My Plan/ My Plan + which are agreed and signed by both parties. With parental/carer consent SENCO will request advice or assessment from outside agencies. My Plan Plus arrangements take into account the first 10 points of support on any Statement of Special Educational Needs.

### The SEND Stages

#### My Plan

My plan is the early identification of additional needs associated with learning, health, emotional wellbeing, social inclusion, care, communication. As soon as a child or young person is identified with additional needs, or as not making expected progress, the main practitioner involved with the child or young person would meet with the child and their parent or carer to complete a plan that identifies the needs, outcomes and actions needed to address the needs identified.

My Plan should use the person-centred information in 'My Profile' to inform the outcomes and ways in which they could be met that would best suit the individual child.

My Plan needs to be reviewed regularly (every 6 weeks) to monitor progress to look at what is working and what is not in order to make adjustments to enable outcomes to be met.

#### My Plan +

My Plan + is where needs have been identified which require assessment and intervention from different agencies, a multi-agency framework will ensure that

all assessments and support planning can be brought together into one single plan. The My Plan format can be used for this, but it is recommended that a multi-agency assessment format is used when needs are more complex and there are a number of agencies involved. This will help the child and their families experience a more co-ordinated and joined up approach. Information from the My Plan + will be needed to inform the construction of an Education, Health and Care Plan should that be appropriate.

### Education, Health and Care Plan

Some children and young people with significant educational needs may require a higher level of support through statutory Education, Health and Care Plans.

The Education, Health and Care Plan must put the child and their families at the centre of the decision making, with a clear focus on outcomes.

The Education, Health and Care Plan will also include an offer of a personal budget, and will be reviewed annually.

The timescale from request for statutory assessment to the production of an integrated Education, Health and Care Plan is 20 weeks.

### Monitoring and Evaluation

Key persons monitor and review the children's progress. This process informs the key person on progress being made by the child against targets on the IEP. This also ensures a child's progress is regularly evaluated. The SENCO works closely with the key person evaluating child progress and updating IEPs in light of the information. Progress made on the My Plan + will be discussed at least 8 weekly. Parents/carers will be invited to read, discuss and sign the new My Plan +. At this time they can discuss how they can support targets on the My Plan + at home.

### Partnerships

The setting strives to develop good partnerships with:-

#### Parents/Carers

The setting values the vital link between home and setting. A collaborative approach to meeting the needs of the child is of paramount importance. The

parent/carers of the children with SEND are invited to meet with the setting to discuss progress and provide the best course of action for their child and have the opportunity to share any concerns they may have. The setting recognises good communication with parents/carers and the establishment of a support system in which home and nursery environments operate in harmony are important to the progress and success of the child. Once a child is placed on the SEND Register it is very important that this home-setting partnership is developed so that a good working relationship is established.

### Complaints

Complaints about the Special Educational Needs and Disability Provision should be addressed in the first instance to the SENCO. If this is not resolved it should then be taken to the manager who will follow the complaints procedure.

### Accessible Facilities

Accessible parking; wide corridors/ doors; accessible toileting facilities.