



'Do Re Mi Day Nursery aims to be an inspiring and imaginative place to give children the best learning opportunities and to create amazing memories'.

SPECIAL EDUCATIONAL NEEDS POLICY

Policy Statement

This policy represents the agreed principles for Special Educational Needs (SEN) throughout Do Re Mi Day Nursery. This policy is written in line with the Special Educational Needs and Disability Code of Practice: 0-25 years: DfE July 2014, the Equality Act 2010, and the Statutory Framework for the Early Years Foundation Stage September 2014 (EYFS).

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Education provision to be made for them” (Code of Practice, 2014).

Policy Aims

The aims of our SEN policy are:

- To create an environment that meets the Special Educational Needs of each individual child.
- To ensure that the SEN of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children’s Special Educational Needs.
- To ensure all children to have full access to all elements of the nursery curriculum.
- To ensure that parents are able to play their part in supporting their child’s education.
- To ensure that our children have a voice in the process.

Role of the SENCo

The Special Educational Needs Coordinator (SENCo) at Do Re Mi is the Deputy Manager, supported by the Nursery Manager.

At Do Re Mi Day Nursery the SENCO and Assistant SENCo:

- Manage the day-to-day operation of the policy and ensure it is working effectively;
- Co-ordinate the provision for and manages the responses to children’s special needs;
- Support and advise colleagues;
- Oversee the records of all children with Special Educational Needs;
- Act as the link with parents;
- Act as link with external agencies and other support agencies;
- Monitor and evaluate the Special Educational Needs provision.

- Manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
- Attend the SENCo Business Meetings and keep up-to-date with SEN developments
- Contribute to the professional development of all staff.

Role of the Team

All members of staff are responsible for the actual implementation of the policy within their rooms and respond to each child's individual needs. All practitioners are expected to promote a positive attitude to diversity, encouraging children to value and respect others – remembering that inclusion is about attitudes as well as behaviour and practices (please see our inclusion and diversity policy).

The training needs of staff are identified through regular supervisions. All staff are expected to complete the on-line modules 'Special Educational Needs', 'SEND Code of Practice', 'Inclusion, Equality and Diversity' and 'United Nations – The Rights of the Child'. Further training is carried out as required.

Identifying and Assessing Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

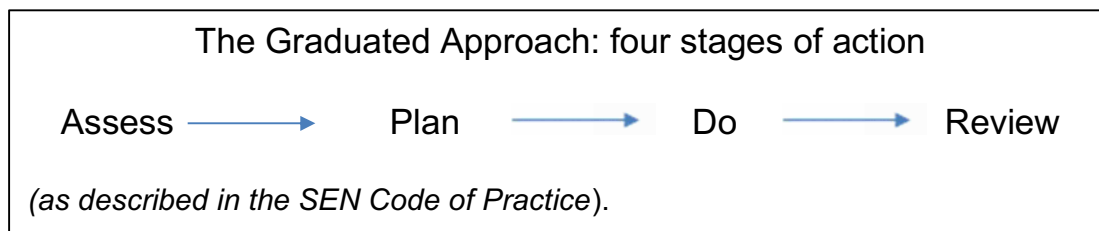
All our children are assessed when they join our nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child appears to be behind expected levels, or where a child's progress gives cause for concern, we use a range of strategies that make full use of all available resources. Practitioners consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development.

In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will then take the lead in further assessments of the child's needs.

The individual support plan (ISP) is designed to be completed if practitioners are concerned about a child's rate of progress compared with their peers, or when some of their skills appear to be delayed. The ISP assesses a child's skills within the setting in collaboration with parents or carers. The ISP shows the short-term targets set for the child

and the strategies to be used to support them. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each ISP.



If the ISP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new ISP. The new strategies within the ISP will, wherever possible, be implemented in our setting.

If the child continues to demonstrate significant cause for concern, with parents' permission, a request to the Educational Psychology Service will be made. This may lead to a statutory assessment which could result in an Education, Health and Care Plan (EHCP). The SENCo will work with the child's key person and family and range of written evidence about the child will support the request.

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

Where a child has an EHCP, the local authority must review that plan at least every twelve months. As part of the review, the local authority may ask settings to convene and hold the annual review meeting on its behalf. Here at Do Ri Me we are happy to facilitate these meetings.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances

may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Children may have Special Educational Needs either throughout or at any time during their nursery development. Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

English as an additional language (EAL)

Identifying and assessing SEN for young children whose first language is not English requires particular care. Here at Do Re Mi practitioners should look carefully at all aspects of children's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Behavioural difficulties

Some children may have significant behaviour problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases the SENCo, Key person, outside agencies and parents will create an individual support Plan, clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services.

Early Support

Early Support supports parents and carers of children aged five and under. It brings together all the services and support available from different agencies. This makes it easier for families to co-ordinate their child's health, education and social care needs.

Early Support has developed a wide range of resources, training courses and workshops. Some families will have a key worker who provides advice and support and can help negotiate the system. A key worker may be needed more at some times than at others. Families can decide what works best for them.

Educational Inclusion at Do Re Mi

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential' (EYFS, 2021: 5). At Do Re Mi Day Nursery we aim to offer excellence and choice for all our children whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

At this setting we strive to provide a broad and balanced curriculum for all children for them to gain confidence, possess a growing ability to communicate their own views and a readiness to transition into school education. Our curriculum is differentiated to enable

children to understand the relevance and purpose of learning activities and experience rates of progress that bring feelings of success and achievement.

The EYFS is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery. Staff use a range of strategies to meet these children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

ISP's which employ a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and outcomes, we ensure that children experience success.

Staff respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available, senses and experiences.
- Planning for children's full participation in learning and in physical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.
- Early action to address identified needs is crucial to the future progress and improved outcomes that are essential in helping children to prepare for adult life.

Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans. In setting out what they 'expect to be available', our local authority include provision which they believe will actually be available. We are Local Offer compliant and have updated information on the local offer, information is available on the Family Information Service (FIS) website.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Working in Partnership

Partnership with Parents

At Do Re Mi Day Nursery we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the targets set in the support plans and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

Partnership with our Children

In our nursery we encourage children to take responsibility and to make decisions. We highly value what they have to say and the role they play in developing the nursery's philosophy. This is part of the culture of Do Re Mi and relates to children of all ages and all abilities. The work in the nursery recognises the importance of children developing social as well as educational skills.

Partnership with Area SENCo

The Area SENCo's from the LEA help make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling. They:

- Provide advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice
- Provide day-to-day support for our setting-based SENCO and ensure arrangements are in place to support children with SEN
- Strengthen the links between the settings, parents, schools, social care and health services
- Develop good practice
- Support the development and delivery of training both for individual settings and on a wider basis
- Develop links with existing SENCo networks to support smooth transitions to school.
- Inform parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years.

The Area SENCo's plays an important part in planning for children with SEN to transfer between early year's provision and schools.

Monitoring and Evaluation

The SENCo and Assistant SENCo work together to monitor the movement of children within the SEN system in the nursery. The SENCo provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The SENCo Team draw up Individual Support Plans for children and hold regular meetings to review the work of the nursery in this area. Findings are discussed with all staff and parents at least termly.

If you would like to discuss your child's special needs and support, please talk to our Deputy Manager or Manager

Please read this policy in conjunction with our inclusion and diversity policy.