

King Square Community Nursey

SEND Policy

A definition of SEND

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her" (SEND Code of Practice 2014 paragraph xiii pg:15).

At King Square Community Nursery we provide an environment in which all children with special education needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is: Emma Keast.

- [The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.

¹ This includes disabled children with special educational needs

- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

Designated person for SEND

The name of our Special Educational Needs Co-ordinator (SENCO) is Emma Keast she holds a strategic role in co-ordinating the provision of education for children with SEND alongside our management team.

Staff roles and responsibilities:

All staff in the setting are responsible for meeting the needs of children with SEND. The SENCO will support staff and coordinates the SEN provision across the setting. The SENCO will share information with all staff on the identified needs of the individual children and any agreed strategies to support them.

Role of the SENCO

- Supporting colleagues in planning to meet the needs of a child with SEN.
- Advising colleagues about the range of strategies available to use.
- Identifying staff training needs and encouraging colleagues to attend relevant training etc.
- In our setting we give all children a six-week settling in period. (*we consider a level of flexibility here to meet the needs of children accessing nursery provision on a part time basis*). We identify children's needs both through

observation and by talking to their parents. We monitor the progress and development of individuals through ongoing observation using the cycle of Assess, Plan, Do and Review.

- We share any concerns about the development of individual children with all staff within the setting at staff and room meetings.
- We support staff in differentiating the curriculum for individual children.
- If we feel that the provision in our setting does not meet the needs of an individual child we will adapt it accordingly differentiating the curriculum for the individual child for example: accessing the water tray if it is too high or too low
- The SENCO is responsible for organising a number of meetings such as the Settling in review (SIR) Team around the Child (TAC) Short Term Plan (STP) SEN Support Plan (SSP) Education and Health Care Plan (EHC) and Transition Plan (TP) with parents, keyworker and other outside agencies/professionals where appropriate. She will also organise meetings to review the STP every six to eight weeks.
- The SENCO will set up a confidential file for each child and ensure all records; assessment reports are filed and kept securely in line with Data Protection (2014).
- We work closely with partner agencies including those in education and health and social care. We work in partnership with parents/carers to make referrals where necessary. This may include contributing and initiating Common Assessment Framework (CAF).

Admission arrangements:

Our admission policy is in line with our SEND policy.

Admission forms include a space to capture Information about:

- GP
- Health Visitor.
- Any SEND needs emerging or otherwise
- Parental concern.
- CAF
- Previous setting
- TAC involved
- Vision and hearing test
- Etc.

Specialist settings and staff specialisms

Our setting has staff that have particular skills that enable us to meet particular needs such as:

- Makaton
- Devising and using visual supports i.e. visual timetables
- Working with Parents
- Experience of working with children with , Visual Impairment and Autistic Spectrum disorder

Funding for children with Special Educational Needs (SEND)

The staff of King Square recognises our duty under the Equality Act (2010) therefore a proportion of the setting's budget will be allocated to meeting the needs of individual children with special educational needs. This will be done regardless of whether we have a child with special educational needs on roll at that time

For example we will use this allocated funding to:

Employ an additional part time member of staff

- Buy soft furnishings to reduce background sound for children with a hearing impairment
- Buy blinds to control lighting conditions for children with visual impair
- Sensory toys and a sensory area is set up for children to access

We are also able to apply to the Early Years funding panel for additional funding in order to support individual children e.g. to implement short term planning targets or fund specialist equipment. We always discuss and obtain parental consent before applying for funding.

- The curriculum is planned to meet the individual needs of all children
- The curriculum is further modified on a short-term planning basis to meet specific
- Individual's special educational needs
- Extra support is available to enable access
- Resources are carefully chosen to facilitate access.

At King Square we recognise the importance of observing all children on a regular basis, and we use these observations to inform curriculum planning. We plan for individual children with special educational needs so that they can access the curriculum fully, in a way that is appropriate to their stage of development and age.

Some ways we do this could include:

- Ensuring that a child with a physical disability has some adult support but not intrusive) support when using the climbing frame.
- One-to-one adult support for 10 minutes during a session to support turn-taking and sharing. We then evaluate our planning to ensure that children are able to fully access the broad and balanced curriculum we provide.
- At King Square we plan to use additional adult support at key times during the day when children find a transition, activity or attention difficult for example.
 - 1 Lunch and snack time
 - 2 Role play
 - 3 Extra activities ie - drama, football and yoga
 - 4 Forest School

At King Square we aim to develop our inclusive practice in everything we do.

For example

- Using Makaton with all children, not only those with language difficulties.
- Using visual timetable support with all children.
- Use of Persona dolls to explore physical differences and challenge stereotypes.

Staff Training

At King Square we value the importance of ongoing access to training in order to enable staff to meet the needs of individual children. We will review the staff training needs on an annual basis and plan training accordingly. We have a commitment to developing the skills and knowledge of new staff through an induction programme, which includes specific training in meeting the needs of children with special educational needs

We also complete a SENCO action plan which includes areas of SEND CPD

At King Square we recognise the value of working with parents as partners. Parents views are valued and listened to. We work with parents in many ways including:

- An 'open door' policy. This means parents can approach the setting whenever they have a concern and time will be made for them.
- Scheduled meetings for parents to meet and discuss their child's progress.
- Opportunities for parents and carers to come and work, or observe their child in the setting.

- Social opportunities such as coffee mornings.
- Keyworker system
- Keeping parents involved and informed at every stage of their child's learning and development, and inviting them to all review meetings
- We value the contributions of parents on all levels, including their contributions towards short term plans, one page profiles, and transitions plans at all times valuing their expert knowledge of their child.
- Parents can find more information about Special Educational Needs and disability via the Local Offer from the Family Information Services (Islington Local Authority)
- Working effectively with other agencies supporting children and their families.
- Encouraging parents and carers to inform us of any difficulties they feel their child may be having or other needs their child may have which need addressing.

We at King square endeavour to link with Children Centres services such as parent support groups, speech and language therapy and community child psychology. We also link with special schools in the borough for advice and support for children with specific needs.

We have strong working relationships with our local primary schools through arranged visits and shared events, which help to build a sense of community. We feel that good transition procedures for children with special educational needs have a positive impact on the transition to school for all children. Our transition procedures include:

- An initial transition planning meeting involving all relevant professionals, parents, keyworker, and the SENCO or Head teacher from the receiving school.
- Planned visits to familiarise the child with the school environment.
- Passing on of most recent records.

At King Square we have made links with outside organisations and professionals which have grown over the years. If we had a child with a special educational needs that we had not encountered before, such as hearing or visual impairment, we would contact relevant Outreach Service and or voluntary organisations. Which could include the Early Years support area SENCO, Educational Psychology Service or Speech and Language who we have built strong links with.

At *King square* we recognise the sensitive and emotive nature of special educational needs. We have therefore implemented arrangements for dealing with complaints or concerns about SEN provision that are over and above the setting's general complaints procedure.

Any concerns or complaints about SEN provision should be addressed to the keyworker, SENCO or a senior manager. They will respond by meeting with the parent or carer to discuss the situation. If this does not resolve the issue, the complaint will then pass to the first level of the general complaints procedure.

Further Guidance:

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by	King Square Community Nursery	
On	<hr/> 31 May 2019	
Date to be reviewed	<hr/> 31 May 2020	
Signed on behalf of the provider	<hr/>	
Name of signatory	Lisa Bassett	Jackie Morgan
	<hr/> Chair	<hr/> Manager
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Other useful Guidance

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)

