

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 2015 paragraph xiii pg:15).

At King Square Community Nursery, we provide an environment in which all children with a special educational need (SEN) are supported to reach their full potential and have equal opportunity to access, and engage, in the early years curriculum.

Once a year we review and evaluate the effectiveness of:

- Systems for identifying and assessing children with special educational needs.
- The provision made to meet children's special educational needs.
- The record-keeping for special educational needs.
- The allocation of resources for children with special educational needs.
- Staff training and implementation of learning to improve child outcomes.
- How we enhance partnership with parents.

An Introduction

- At King Square Community Nursery, we welcome children with special educational needs and we work on the belief that all children and their families have the right to be part of their local community and to be welcomed and included.

Our Aim

- We recognise that we will need to consider the individual needs of children when planning our curriculum. We aim to provide a curriculum that is accessible to the individual needs of all our children.
- We recognise that some children will need additional support to access the whole curriculum. We will ensure that the developmental needs of children are identified early and, where needed, the appropriate support is sought. We aim to provide suitable support and strategies to achieve this.
- We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in early years care and education.

- We have a statutory duty to complete a progress check for two-year-olds. This is always shared with parents and a written summary is completed. The progress check will be carried out by a person/key person that knows your child well. If there are any areas where progress is less than expected in partnership with parents, we would agree further action.
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in a manner appropriate to their stage of development, understanding and communication style e.g., makaton/symbols/pictures, when making choices, participating and interests.
- We are committed to effective collaboration using a multi-disciplinary approach to meet the needs of children with SEND. We will actively support the children and families and maintain close links with all agencies working with the child.
- We will make reasonable adjustments to our provision and practice to meet the needs of individual children with SEND in line with the SEND Code of Practice and the Equality Act (2010). For example, providing a standing frame for a child with cerebral palsy, or a raised board for a child with a vision impairment.
- We will make sure our planning and our environment is differentiated to meet the individual needs of children which enables them to participate fully within the Early Years Foundation Stage.
- We aim to consider, and will always seek, the child's voice. We will do this by using differentiated methods such as observation, child interests, level of attention and engagement and one-page profiles, for example.

Designated person for SEND:

The name of our Special Educational Needs Co-ordinator (SENCO) is Emma Keast. Emma 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 observations using the cycle of Assess, Plan, Do, 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), Team Around the Family (TAF), Education and Health Care Plan (EHCP) and Transition Planning (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 are filed and kept securely in line with General Data Protection Regulations (GDPR) (2018).
- 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 referrals into speech and language, the social communication team, physiotherapy, and the educational psychologist, for example. (*)

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 concerns

- 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
- Speech and language
- Devising and using visual supports i.e., visual timetables
- Working with Parents
- Experience of working with children from Visual Impairment, Downs to high need Autism

Funding for children with Special Educational Needs (SEND)

The staff of King Square recognise 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 impairment
- Sensory toys and a sensory area are set up for children to access

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

- Resources are carefully chosen to meet the individual needs of all children throughout the curriculum.
- The curriculum is further modified on a short-term planning basis to meet targets and support successful outcomes.

- Individual's needs to be addressed so they have full access in and around the building, this includes adapting the interior and exterior so that the child has full access to all areas.
- Extra support is available to enable access to the curriculum and support staff.

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) when using climbing equipment/outdoors equipment.
- One-to-one adult support for 10 minutes during each session to support turn-taking and sharing. We then evaluate our planning to ensure that children can 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 i.e. - drama and football
 - 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 a visual timetable to support following routines 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 to enable staff to meet the needs of individual children. We 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 Continued Professional Development.

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 transition plans at all times, valuing their expert knowledge of their child.
- Signposting parents to Special Educational Needs and Disability forums and help/advice groups 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 maintained links with special schools in the borough for advice and support for children with specific needs. We have also 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. This includes sharing information (with parental consent) about the child and their needs, including which strategies have been successful in supporting them. (*)

- Planned visits to familiarise the child with the school environment with the child's keyperson. (*)
- Passing on of most recent records.
- Setting staff to remain available to receiving provision for telephone contact after the child begins school.

At King Square we have made links with outside organisations and professionals that have grown over the years. When we have a child with a special educational need that we had not encountered before, such as cerebral palsy, we would contact the relevant outreach service and/or voluntary organisations, which could include the Early Years support area SENCO, Educational Psychology Service or Speech and Language Therapy, 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 complaint's procedure.

Legislation

- Equality Act 2010
- Special Educational Needs and Disability code of practice: 0 to 25 years (2015)
- The Statutory Framework for the Early Years Foundation Stage (2017)

This policy was adopted by	King Square Community Nursery	
On	<hr/> 14 February 2022	
Date to be reviewed	<hr/> 14 February 2022	
Signed on behalf of the provider	<hr/>	
Name of signatory	Lisa Bassett	Jackie Morgan
	<hr/> Chair	<hr/> Manager
	<hr/>	

Guidance taken from:

The Special Educational Needs Code of Practice (2014) Copies can be obtained

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Statutory Framework for the Early Years Foundation Stage,

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Equality Agency (2010) <https://www.gov.uk/equality-act-2010-guidance>

(*) COVID restrictions apply