



## 33. Supporting Children with Special Educational Needs or Disabilities (SEND)

### An Introduction

At *Minik Kardes* we recognise the Department for Education (DFE) definition of special Educational Needs. It is our priority that children are happy, enjoy coming to nursery and make good progress in their learning. Every child at *Minik Kardes* is valued and all achievements recognised. Learning is tailored to the needs of the children within the framework of the Early Years Foundations Stage Framework 2014.

We welcome children with special educational needs as part of our community and we aim to ensure that all children have an equal opportunity to access and engage in the Early Years Curriculum.

We work on belief that all children and their families have the right to be part of their local community and to be welcomed and included.

### 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)*

### Our Aims

The aim of the Special Educational Needs and Disability Policy states as follows:

- We recognise that we will need to consider the individual needs of children when planning our curriculum. We believe that all children are unique young individuals, whose varying needs are best met in a structured social setting, giving a degree of individual attention in a range of groups and where a team of qualified staff celebrate successes as part of their positive view of children. We aim to provide a curriculum, which is accessible to the individual needs of all our children.
- We recognise that some children may have special needs and we are proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the nursery. Steps are taken to promote the welfare and development of the child within the setting in partnership with parents and other relevant parties. We

support the professional development of staff to enable them to identify, support, assess, do, review and provide for the needs of all children with SEND.

- 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 appropriate 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 the area of early years care and education. We aim to ensure that difficulties are identified early so that we can address concerns at the earliest opportunity.
- 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 the 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.

**The united convention on the rights of the child state;**

- *'Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in*

*any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child'*

- Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.
- The child's views will be sought whenever possible, by asking, listening, observing, and in a variety of ways through play and through collaboration with parents, carers, key persona and TAC.

## **Roles and Responsibilities**

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

### **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. (*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 on-going 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 is it 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. He/she will also organise meetings to review the STP every six to eight weeks.
- *Special Educational Needs and Disability code of practice: 0 to 25 years (2014 pg:78- 90)*.
- 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).

### **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.
- Minik Kardes 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

### **Agreed arrangements for developing parent partnership**

At Minik Kardes we recognise the value of working with parents as partners. We work with parents in many ways including:

- An open door policy, with daily opportunities for parents to share information and discuss issues with staff and management
- 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 (Hackney & Islington Local Authorities.) Local authorities have a duty to publish a Local Offer which sets out provision parents can expect to be available in their area across education.

### **Protocols for establishing links with other settings**

Minik Kardes endeavour to link with Area SENCO, 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

## Identifying Special Educational Needs

The SEND Code of Practice 0-25 (2014) states that children's special needs are generally thought of in the following broad areas of need and support:

- ✓ Communication and interaction
  - ✓ Cognition and learning
  - ✓ Social, emotional and mental health
  - ✓ Sensory and/or physical
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- We use the Special Educational Needs and Disabilities (SEND) Code of Practice, 0-25 years January 2015, to guide our actions.
  - Key workers will use their professional skills of observation and their understanding of child development to monitor all children within the nursery, in order to begin to identify children who may have SEN.
  - Relationships are built with parents to promote trust so they feel more comfortable in disclosing and discussing sensitive issues.
  - We will listen to parents concerns about a child's behaviour in their home environment. We will refer children to the appropriate service, for assessment or support if a parent has significant concerns.
  
  - Concerns about children are always discussed initially with other team members in the knowledge that skilled observations and assessments will follow. These discussions maybe informal or organised by the SENDCo, but always sensitively to the matters of confidentially.
  - Providing and organising a broad curriculum flexible enough to meet the differing needs of all children.
  - We use data monitoring (Classroom Monitor) of individual children progress compared to their peers. We analyse this data, looking for children who have made little or no progress.
  - We carryout integrated 2 year progress checks on our 2 -27month year olds (Islington & Hackney residents only). We discuss any concerns that may arise from these. When a child is aged between two and three, staff must review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate.

The summary must highlight areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

If a child continues to make little or no progress then a decision is made to provide additional support. Staff will consult the guidance in order to compare the child to the descriptor that relate to children's characteristics at SEN through graduated response (Support Stage 1 Early Years Action, Stage 2 Early Years Action Plus and the IEP (Individual Educational Plans or Educational and Health Care Plans.)

If after receiving support through SEN support stage 1, the child continues to make little or no progress, then additional external support is sought E.g. Area SENCO support.

Additional care should be taken for children with SEN; with specific targets set in IEP's which are reviewed when appropriate.

The SENCO meets with staff to discuss individual children that may need support to provide guidance on how these children's needs will be met.

The SENCO conducts reviews for children with Education and Health Care Plans in line with the SEND Code of Practice 0-25

## **A Graduated Response to SEN Support**

The first step in responding to children that have SEN is differentiated learning and teaching. If children are not making adequate progress even through adjustments and good quality learning opportunities, children can be identified as having SEN.

The SENCO assisted by the Head of Centre has overall responsibility for the progress and development of the children in the nursery.

When children are showing signs that they have an additional need, observations and assessments will be carried out to gather evidence and decide how we will meet those needs. An individual Educational Plan (IEP) may be put together with parents to decide how we will meet those needs in the nursery. The SEND support plan involves a plan being completed together and involves Parents/Carers.

Individual Educational Plans (IEPS) will have SMART targets and will involve parents in moving forward to meet the needs of their child. The targets will be shared with staff and notes will be made by staff on the child's progress with these targets. The SENCO will have overall responsibility of deciding whether these targets have been met and will meet with parents and any other professionals to decide on the next steps. IEPS will be reviewed regularly.

If any child needs additional support, extra funding can be accessed from Hackney and Islington Local Authorities. A panel will meet to agree if the funding can be given if the child's needs are great enough.

Outside agencies and other professionals will be contacted if a higher level of need is identified. These outside agencies could include The Early Support Service Area SENCO, Educational Psychologists, speech and language therapists etc.

## **Supporting Children and Families with SEN**

Minik Kardeş recognises that parents know their children best and have a great deal to contribute. Parents' views are valued and listened to and we operate an open door policy where parents are always welcomed.

Minik Kardes aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents;

- Giving parents opportunities to play an active and valued role in their child's education;
- Making parents and carers feel welcome;
- 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;
- Instilling confidence that parents will be listened to and act appropriately; focusing on the child's strengths as well as areas of additional need, allowing parents and carers opportunities to discuss ways in which parents and the nursery can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;
- Parents can find more information about Special Educational Needs and disability via the Local Offer from the Family Information Services (Hackney & Islington Local Authorities.)
- To keep parents informed and encourage them to work in partnership with the centre, to provide a link between parents and any necessary external agencies e.g. Educational Psychologist, Speech Therapist, Health Visitor.

### **Supporting Children at Nursery with Medical Conditions**

Minik Kardes has a statutory duty under the Children and Families Act 2014 to support children with medical conditions in nursery so they have full access to education including trips and physical development.

- Children with complex medical needs such as those at risk of allergic reactions, epilepsy, diabetes etc., will have a detailed Health Care Plan in consultation with the parents and medical professionals.
- Children who require inhalers or other regular medications will be require completing the necessary paperwork when starting the nursery. it will be the parent/carers responsibility to ensure we are kept up to date with any changes and staff will monitor the expiry date of medication kept at the nursery.
- Generally, children on antibiotics are not considered well enough to be in the nursery but this can be discussed on a case by case basis. Where necessary, staff members who volunteer to administer and supervise medications will have access to appropriate training as when required.
- The majority of staff members are First Aid trained and this training is updated regularly. There is always a qualified first aider on the premises.

### **Storing and Managing Information**

To meet the needs of all our children in our care it may be necessary at times to share information with parents and with staff in order to support the children's development. We may also need to seek help and advice from outside professionals. All information will be on a need to know basis and the contracting parent's permission will be requested.

- The storage of SEN information is kept in a locked cupboard within the nursery



- The Local Authority gives guidance on transferring information most data is now held on computers
- The safe storage of documents, sit in line with our confidentiality & Data Protection policy.

## Accessibility

- Minik Kardes nursery classes are based on three floors accessible by stairs
- Baby, Dolphins and Dinosaur rooms have wash hand basins, and there are low level toilets on each floor.
- Within the reception area there is a Disabled toilet.
- Pictures are made for children to use from both photos and symbols depending on the needs of the child.
- Visual timetables are in place and individual schedules are made for children who need them.
- We seek support from the local authority for transitions purposes for families' with English as a s additional language who may require this service.

## Dealing with Complaints

If the parents/carers are not satisfied with the special needs provision designed for their child, they should first talk or write to the key worker and SENCO.

- Through prompt action in enlisting parents partnership in addressing the needs of children with special needs, is hoped to minimise cause for complaint.
- If they are still not satisfied, they can take the matter to the MC verbally or in writing. MC has to consider the complaint at their first meeting, and reply them in writing in a maximum of 4 weeks' time.
- If MC's action is not satisfied by the parents/carers, they can apply to the Inspection Unit of Ofsted.

## Legislation

- Equality Act 2010
- Special Educational Needs and Disability code of practice: 0 to 25 years (2014)
- The Statutory Framework for the Early Years Foundation Stage (2014)
- The Children and Families Act 2014 (Part 3)

**This policy was adopted November 2018**

**Next Review Date: November 2019**

**Special Educational Needs and Disability Code of Practice 0 -25 Years Old can be downloaded here:**

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