



**Camrose**  
Early Years Centre for Children & Families

## **SEND (Special Educational Needs & Disability) Policy**

**Adopted by the Governing Body of the  
Camrose Early Years Centre for Children and Families**

**On 17<sup>th</sup> October 2017**

**Next Review date: October 2018**

Signature ..... (Chair of Governors)

Print Name .....Guy Oelrich .....Date: 17 October 2017

SENCo .....Julie Harrison.....

SENCo .....Anette Whitehouse.....

Designated teacher for looked after children.....Jo Domingo.....

## How this Policy was Developed

The policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014), which is produced by the Department for Education and describes the way schools and Education Authorities identify and support all children with SEND. It reflects the following guidance and documents:

- The Children and Families Act (2014)
- The Equality Act 2010: advice for schools (DfE Feb 2013)
- The Statutory Framework for the Early Years Foundation Stage (EYFS)
- The Special Educational Needs and Disability Regulations (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Children at School with Medical Conditions (April 2014)
- Safeguarding Policy

## Vision Statement

The Camrose Early Years Centre for Children and Families aims to provide our children with the best start in life. Working alongside other agencies, we support children by engaging their parents, carers, extended families and the wider community. Through play and carefully planned activities in a safe and caring environment, all our children are encouraged to become creative, confident, independent, resilient, lifelong learners, who enjoy their learning.

## Aims for Inclusion

We aim to create a listening atmosphere and environment where everyone is welcomed, all individual needs are met, support is given and information is shared. We also want to ensure that we enable all children to become confident learners with a growing ability to communicate their own views. We are committed to working in partnership with parents/carers and outside agencies to raise aspirations and expectations for children with SEND by focusing on the whole child to ensure positive outcomes and to enable all children to fulfil their potential.

### To achieve this we will:

- Provide a welcoming, receptive and responsive environment in which parents/carers work in partnership with staff to meet each child's individual needs.
- Ensure effective communication between staff and children, staff and parents/carers, staff/parents/carers and outside agencies, and staff and other stakeholders.
- Ensure that all children have access to a broad and balanced curriculum, which is delivered using a variety of high quality teaching techniques and follows the children's interests.

- Plan for and regularly assess children’s individual needs following an “assess, plan, do, review” cycle involving parents/carers every step of the way (see page 5).
- Develop a strong leadership and management team to support staff and stakeholders to identify needs and enable them to access training.
- Meet with parents regularly allowing flexibility for meeting times and respecting them as their child’s first educators.
- Ensure transition periods are well planned for and information is transferred promptly and confidentially.
- Work collaboratively with Governors to monitor the progress and provision for children with SEND, and to monitor the accessibility of the physical learning environment, the curriculum and information for children with disabilities.
- Ensure all school policies are inclusive and are known and accessible to all parents/carers and staff.
- Ensure that parents/carers are well informed about the support they can expect to receive by publishing our SEND Information Report on our website.

## Related Policies

Policies and procedures are in place to facilitate the inclusion of all children. All of the policies are accessible to staff, parents/carers, Governors and all stakeholders via the school’s website. Hard copies are available from the Clerk to the Governors, and include:

- Admissions Policy
- Safeguarding Policy
- Medical Needs Policy
- Behaviour Policy
- Teaching and Learning Policy

## Identifying Children with SEND

Children develop and learn at different rates as reflected in the EYFS. However, there are some children who, at some time during their nursery and school years, may find it harder to learn than other children. It is important that we identify a child’s individual needs as early as possible and put things in place to help them quickly, as early intervention has been shown to improve children’s long term outcomes.

A child is identified as having a special educational need and/or disability (SEND) *‘where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to children of the same age’* (Code of Practice 6.15).

Children may be identified as having difficulties in one or more of the following four broad areas of need:

1. **Communication and Interaction:** Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. These needs may change over time.
2. **Cognition and Learning:** Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties. Specific learning difficulties, such as dyslexia or dyspraxia, affect one or more specific aspects of learning.
3. **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours can reflect underlying mental health difficulties such as anxiety or depression, attention deficit disorder or an attachment disorder.
4. **Sensory and/or physical needs:** Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment, hearing impairment or multisensory impairment. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers (Code of Practice 6.28-6.35).

These four broad areas represent an overview of the range of needs that we plan for. However, children often have needs that cut across all of these areas and their needs may change over time, e.g. children with Autistic Spectrum Disorder.

These needs may have been identified by parents/carers, doctors, health visitors or a paediatrician before the child comes to us. Specialised agencies such as Portage, Speech and Language Therapy, Educational Psychology, Social Care etc. may already be involved.

A child may also be identified by nursery staff in consultation with parents/carers once they have started at nursery. In this case, nursery staff will consider all the information about the child's learning and development from within and beyond the nursery. Practitioners will pay particular attention to the child's development in the prime areas of the EYFS (personal, social and emotional development, communication and language development and physical development) when considering whether or not a child has SEND. The child will be closely monitored by practitioners and all information will be brought together with the observations of the parents/carers and discussed with them fully.

Importantly, the following needs/factors are **NOT** considered SEND, but may impact on progress and attainment:

- Disabilities (it is the duty of all settings to make “reasonable adjustments” to their setting to include children with disabilities as described in the Equality Act 2010, however, a disability alone does not constitute SEND).
- Attendance and punctuality.
- Health and Welfare.
- English as an Additional Language.
- Receipt of the Early Years Pupil Premium.
- Looked After Child.
- Child of a serviceman/woman.
- Behaviour. No longer a way of describing SEND but a sign that a child has an unmet need.

## A Graduated Approach to SEND Support

Once a child has been identified as having a special educational need, the child is recorded on the centre’s ‘SEND list’. This outlines their specific needs and the types of support being accessed. The level and type of support for each child will be offered on an individual needs basis, and may increase or decrease over time as the child’s needs change.

Children are identified and supported through a graduated approach:

### 1. Monitoring

Children are at this stage when concerns have been raised by practitioners or parents/carers but more information is required before deciding if the child has SEND or not. Children at this stage will have access to high quality teaching and a differentiated curriculum, and the centre’s SENCo will be informed. Practitioners will monitor children closely for a period of time; they will assess in more detail, using the Portage Profile and then meet with parents/carers to discuss their concerns and to decide together if the child should be identified as having SEND. If so, the child is recorded on the SEND list and moves into SEND Support.

### 2. SEN Support

Children have been identified as having SEN based on information gathered by the Key Person, parents/carers, any outside agency and in consultation with the SENCo. Children at this stage require provision different from, or additional to, that normally available to children of the same age, including from outside agencies, such as Speech and Language Therapy, Portage, etc. Children will be reviewed with parents and outside agencies every 6-8 weeks and specific targets set and monitored. Views will be sought and documented, using the one page profile document. Children, who have

complex needs, may require multiple outside agency involvement and/or one to one support to help them develop their skills and make progress. High Needs funding may be applied for to employ extra staff to ensure that children at this stage are enabled to access all learning opportunities with adult support as needed.

### **3. Education, Health and Care Plan (EHC Plan)**

Parents/Carers or nursery staff may apply for an EHC needs assessment from the Local Authority, if there is evidence that the child's needs are complex and are likely to have a long term impact on their learning. The decision to request an EHC Plan for a child takes place at a review meeting with parents/carers, Key Persons, SENCo and all outside agencies represented. The SENCo will gather all relevant documentation from previous review meetings and from all outside agencies and submit the application on line to Northamptonshire County Council. If successful, the resulting EHC Plan will detail the support required for the child to make progress and state the number of hours of adult support the child is entitled to (Code of Practice 5.39-5.46).

## **Assess, Plan, Do, Review Cycle**

- **Assess**

Children's progress is assessed against the EYFS outcomes each term by their Key Person. Assessments may also be done by outside agencies (with parental/carer consent) who then set targets and suggest strategies to support children to achieve the targets. The results of these assessments are shared with parents/carers.

- **Plan**

Based on the results of the assessments, outcomes are identified and agreed with parents/carers, Key Person and SENCo. Targets are formulated, which outline the outcomes sought, the interventions and support to be put in place, the expected impact on progress, development, learning and/or behaviour. A clear review date is always set.

- **Do**

The child's Key Person is responsible for working with the child on a daily basis and with the support of the Senior Practitioners, they should oversee the implementation of the interventions/strategies outlined in their key child's targets. The Key Person – with the support of their Senior Practitioners, will make observations on the success of the strategies and the child's progress towards their outcomes as outlined on the target sheet and will contribute that to the review meetings.

- **Review**

Parent/carers will be asked to attend a review meeting every 6-8 weeks to discuss their child's progress towards their targets, the effectiveness of the support provided and its impact on the child's progress. Decisions will be made at this meeting regarding any additional provision, interventions or support that may be needed for the child to continue to make progress.

At every stage of SEND support, the centre may request help from outside agencies/departments to further assess a child's needs and gain appropriate strategies. These referrals are made with parental/carer consent. Some of those agencies/departments include:

- Portage
- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Dietetics
- Physiotherapy
- Sensory Service (for Vision/Hearing Impairments)
- CAMHS (Child and Adolescent Mental Health Service)
- Community Paediatricians

## Roles and Responsibilities for SEND

We take a whole centre approach to the management of children with special needs. This involves the Governors, the Head of Centre, the SENCo, the Senior Practitioners and other staff in:

- Developing a range of strategies to meet the needs of all children.
- Building on the achievements of all children.
- Having positive attitudes and high expectations of all children.
- Valuing individuals and accepting each child for who s/he is.
- Working in partnership with parents/carers.
- Making sure the child's voice is heard, seen and included in planning.

## Supporting Children and their Families

The Camrose Early Years Centre puts children and families at the heart of identifying, planning and supporting children with SEND. We recognise the vital importance of parents as their child's first educator and views on their child's development are always sought. Partnership with parents plays a key role in promoting a culture of co-operation between parents, the Centre, the Local Authority and others. This is important in enabling children with SEND to achieve their potential. Parents/carers are fully involved in decisions made about their child's needs and supported at every step to understand what they can expect from us.

Parents/carers can also access the Local Authority's 'Local Offer' to find out what is available.

## Admissions

When children have been identified as having special educational needs and/or disabilities by parents, doctors, a health visitor or clinic before they commence a place at the Centre, we will gather all relevant information from the parents/carers as well as those professionals so that we can build on existing information.

## Transfer to Nursery School or Primary School

If a child's name is on the SEND Provision Map, the SENCo will inform the child's future primary school, so that transition may be as smooth as possible. Staff from the school will be invited to a 'Transition to School' review here at the Centre. Arrangements are made for visits for staff to share information and look for ways to support the transfer process. Visits will be made with the children to the receiving school. The child's records will be passed on to the receiving school. It is recognised that some children may need detailed transition plans.

## Supporting Children with Medical Conditions

The centre recognises that children with medical conditions should be properly supported so that they have full access to education, including trips out.

- Some children with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act (2010).
- Some children may also have special educational needs and disability (SEND) and may have an EHC plan. The nursery recognises its responsibility in line with the Equality Act (2010) to identify and remove barriers to learning for all children.

## Accessibility

The Centre recognises its responsibility in line with the Equality Act (2010) to identify and remove barriers to learning for all children. This includes:

- Increasing and promoting access for disabled children to the Early Years Foundation Stage curriculum and wider centre activities such as any trips out.
- Improving access to the physical environment of the centre by, for example, providing physical aids to facilitate a child's access to education.
- Improving the delivery of written information to disabled children and their families. This could include timetables, newsletters, etc.

## Monitoring and Evaluating SEND

The monitoring of children's progress and support is usually carried out by the SENCo, with the involvement of the Head of Centre and the Governing Body via the SEND Governor. We use various strategies:

- The SEND list is reviewed at each Senior Management Team meeting. The children's arrangements and progress is reviewed and reported on to Governors.
- Regular training for all staff and specific training for key staff.
- Evaluations by parents/carers and external agencies
- Analysis of the attainment and progress of children with SEND and their peers
- Governors publish SEND Information Report annually on the Centre's website, outlining outcomes for SEND children from the previous academic year.

## Complaints

We take all concerns and complaints from all parents seriously. Each complaint is recorded and if indicated an investigation initiated. Parents are invited to meet with the Head of Centre and will receive a written response. If the matter is not resolved to the parents' satisfaction, they may then meet with the Chair of Governors and/or the SEND Governor.

## Storing and Managing Information

SEND records about individual children are stored electronically and manually at the centre. The information is accessed on a 'need to know' basis. Records are kept for seven years and then deleted.

## Key Success Factors

- Children with SEND are identified as early as possible.
- All children have appropriate targets to meet their identified needs.
- Children make progress and fulfil their potential.
- Positive feedback from parents/carers.
- Positive feedback from external agencies.
- Increasing staff confidence in meeting the needs of all children.

## Reviewing the Policy

The SEND policy is reviewed by Governors every year. The next review date will be October 2018.

## Name and Role of Special Educational Needs Co-ordinators (SENCOs) and the SEND Governor

All schools are required to have a SENCO, whose responsibilities are:

- Overseeing the day-to-day operation of the school's SEND policy.
- Ensuring that all staff members have the right knowledge and skills to work effectively with the children and their parents/carers.
- Supporting the identification of children with special educational needs.
- Co-ordinating provision for children with SEND.
- Liaising with parents of children with SEND.
- Liaising with other providers, outside agencies, educational psychologists and external agencies.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Julie Harrison and Anette Whitehouse share the responsibility for undertaking the SENCO role. Julie is a Qualified Teacher and Anette a Qualified Health Visitor. The named Governor is Jenny Conroy.