



DAY NURSERY AND PRE-SCHOOL
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Hull
Tel: (01482) 470535

Special Educational Needs and Disabilities (SEND) information



**This document has been constructed for the staff and
parents at Little Acorns Day Nursery
in order to respond to a child's additional needs
and/or disabilities.**

At Little Acorns Day nursery, we strive to provide the best possible care and education for each child, tailoring learning to meet their individual needs to ensure each child reaches their full potential, giving them the best start in life. This document details how we aim to achieve this:

The Special educational needs and disability code of practice: 0 to 25 years 2014 defines a child having a special education need and/or disability if:

“...they have a learning difficulty or disability which calls for special educational provision to be made for him or her”

A child who has a special, educational need may also have a disability under the Equality Act 2010. If a child is identified as having an additional need and/or disability then reasonable adjustments should be considered.

Reasonable Adjustments include:

- Improving physical access to the environment to meet the child's needs
- Providing an inclusive environment for all children
- Reviewing/planning activities to ensure inclusion for all children
- Training staff appropriately

The Equality Act 2010 defines a child having a disability if they have:

“a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day to day activities”.

Special Educational Needs and disability for which Provision is made:

Little Acorns Day Nursery currently supports children who have a range of special educational needs and disabilities (SEND). The Code of Practice 2014 describes four broad areas of SEND:

Communication and interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)

- Cognition and learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
- Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
- Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).
- Practitioners will implement a **graduated approach** in identifying and supporting children with special education needs and disabilities, following four stages of action: assess, plan, do, review.

Early Identification

If a child is not working within their expected stage of development measured against the Early Years Foundation Stage, they are identified as having a cause for concern. The following steps will be carried out:

- Identify area(s) of concern
- Observations will be gathered
- Discuss with parent/carer(s)
- Complete early identification form
- Set up a passport
- Set up a graduated approach document

If sufficient progress is not achieved an Assess, Plan, Do, Review (APDR) will be set up and child moved onto targeted intervention

Assess:

In identifying a child as needing additional support, the child's key person, working with the setting's SENCO and the child's parents/carers, will have carried out an analysis of the child's needs. This is achieved through tailored observations, discussions with parents and a review of the child's development overview data. The child's progress will be reviewed regularly to ensure that support given is tailored to the child's individual needs. Where there is little or no improvement in the child's progress, more intensive support may be needed from specialist's and other professionals e.g. health visitor, speech & language. With the parents/carers consent the SENCO/key person will contact other professionals where necessary.

Plan:

Where it is decided to provide additional support and having formally notified the parents/carers, the practitioner and the SENCO should agree, in consultation with the parents/carers, the outcomes they are seeking and how we are going to meet these outcomes. The interventions and support to be put in place to support the child's development or behaviour and a clear date for review. A meeting will be offered to parents/carers. This will have a clear view of future aspirations for each child. Plans will also take into account the views of the child where possible. The graduated approach document will be used to record all interventions put in place, working alongside the child's APDR to work towards future goals.

Do:

The child's key person remains responsible for working with the child on a daily basis, with support from colleagues, parents and the SENCO. This will include working towards goals as set out in the my passport, assess, plan, do review sheet or APDR. Tailoring education to each child's individual needs, working alongside other agencies, recording relevant information, documenting children's progress and implementing strategies and interventions.

Review

The effectiveness and quality of the support and its impact on the child's progress will be reviewed regularly – working with parents and taking into account the child's views. Any changes to the outcomes and support needed for the child in light of the child's progress and development will be agreed. Parents will receive clear information about the impact of the support provided and be involved in planning next steps and future aspirations. At each stage parents will be encouraged to be engaged with the setting, contributing their insights to assessment and planning. A termly meeting will be offered to the parents/carers to review the child's progress over the term.

Educational, Health and Care Plan

If an Educational Health and Care Plan (EHCP) is produced the local education authority will monitor and review the provision to meet with the child's needs. All Educational Health and Care plans are reviewed every 6-12 months to ensure that the child's additional needs are being met and all previous targets are still relevant or to make changes where needed. The parents are included in this review, this is to reflect on the changes that are to be made to enhance the child's development. Staff, parents and other professionals are made aware of the child's development at each stage.

All records on the children's needs and progress are kept securely by the nursery and be treated with the appropriate confidentiality.

Role of the SENCO includes

- Liaise with parents, professionals and external agencies
- Advise and support the practitioners in the setting, ensuring practitioners understand their responsibilities to children with SEND and the setting's approach to identifying and meeting children's SEND needs.
- Make sure Early Intervention and APDR's are in place and these are carried out in consultation with the key person/parent/carer
- Collate background information regarding the children and update records
- Link up with the Inclusion Team/Quality Improvement Officers for help and advice
- Keep policies up to date
- Consult with area SENCO

Settings SENCO name and contact details:

1st named SENCO is Emma North (01482) 470535 email: info@littleacornshull.co.uk
2nd named SENCO is Gemma Grace. Contact details as above.

Both SENCO's have a minimum of level 3 or above childcare qualification alongside

specific training for the SENCO role. The SENCO and other team members attend training from outside support agencies and the local authority. In the absence of the named SENCO, the second named SENCO, room Leaders and key people will be able to provide up to date information for the children within their care.

Working with Parent/Carers

- Parent/carers are recognised as children's first educators
- The setting will work alongside parents/carers at each stage
- Parents are valued and welcome at all times.
- Confidentiality will be maintained at all times.
- Permission is sought before any referrals are made to outside agencies.
- Each child will have a key person who will support children's development, keep accurate records and liaise closely with parents/carers and outside agencies.

Referrals to outside agencies may include speech and language therapists, educational psychologist, health services, early years team for additional funding if required etc. All referrals go through the Early years panel, it will be then decide what support is best for the child.

Voice of the child

- Children will be encouraged to tell us how they see themselves in the setting (interests, what they like to learn etc.)
- Observation of the child at play and their reactions will provide information about their likes/dislikes and difficulties
- Where possible children will be involved in recording their progress as part of their APDR (drawings, photographs etc.)
- Children need to be prepared when visitors are expected, or for change's to routines.

Targeted intervention

Children who are receiving additional support in the setting, such as APDR are receiving targeted level of intervention

If a child is identified as having a special educational need and/or disability we will make every effort to meet those needs within the setting. Information about the child's needs should be collated and activities should be carefully tailored to the child's abilities and level of intervention will be assessed as appropriate.

The child's key person will:

- Identify the additional need(s)
- Discuss with the parent(s)/Carer(s)
- Collect information i.e. What the child knows, understands and can do. Also include what learning difficulties are apparent.
- Start the graduated approach.
- Work with the child within the setting.
- Monitor and review the child's progress.

- Set up child's APDR.
- Put in place reasonable adjustments to meet a child's additional needs.
- Carry out a risk assessment where appropriate.

Intensive intervention

Children who are receiving additional funding within the setting and externally from other agencies such as speech and language, outreach and educational psychologist are receiving intensive level of intervention.

The child's key person will:

- Continue to gather information
- Monitor and review APDR
- Keep parents informed regularly / meeting with parents
- Apply for additional funding if required
- Liaise with outside agencies and follow targets set by them.
- A my support plan will be put into place for all children who meet the threshold criteria this may be submitted for Educational health care plan (EHCP) or stay as a my support plan for later submission.

Specialists from outside the nursery are invited to become involved and work closely with nursery staff, children, and parents.

They will:

- Provide specialist support and advice for the child's key person and parents.
- Work closely with parents at all times / meetings etc.
- Monitor and review APDR
- Address any issues as they arise.

Request for an Educational, Health and Care needs assessment

For some children, despite being supported through tailored intervention they may not make sufficient progress. In this instance the setting (with parental consent), parents or other agencies can request an educational, Health and Care needs assessment. If the local education authority considers this to be appropriate they will carry out such an assessment.

Recording

- Regular observations will be carried out to identify the child's needs, stage of development, strengths and difficulties
- Early Intervention or APDR sheets will be carried out to support child's learning and progression
- Children's area of need will be recorded and shared with the SEN inclusion team (to monitor the support we give)
- A development overview form will be completed termly.

- An end of term report will be written summarising children's development
- Reports for other agencies will be written (where applicable)
- A My Passport will be in place for all children who receive additional support to document the child's, parents and staff views and aspirations and other ongoing support the child is given.
- A Graduated Approach document will be set up to record all the interventions and meetings or discussions.

Transitions

- When children move rooms within the setting a nursery transition form will be completed by both the key person and the parent/carer
- Transition visits will be arranged for the child and key person to visit into their new room or school.
- When children move on to school or another setting an EYFS and SEND transition form will be completed by the SENCO, key person and parent/carer
- The transition phase will be documented and shared with the Inclusion Team and parent/carer.
- The setting may hold a meeting with children's school, or they may visit the child in the setting.
- Parent/carers will be kept informed throughout all stages of transition and invited to meetings between the setting and school
- All relevant information will be shared with the child's new key person, school/setting with permission from parent/carer
- Each transition will be individualised to meet each child's needs

Hulls Local Offer

The local authority have a duty to publish a local offer, providing one place of information regarding provision across education, health and social care for children who have SEND. Hulls local offer can be found at:

<https://www.connecttosupport.org/s4s/WhereILive/Council?pageId=781>

Reviewed: November 2020

Signature.....

Information for this policy was sourced from: The SEN Code of Practice 0-25 years and LA training