

Learning and Development

Inclusion

Special Educational Needs and Disability (SEND Code of Practice) Policy

Statutory Framework for the Early Years Foundation Stage

Quote Ref: 3.67

*DfE and DH (2015) SEN and disability code of practice: 0-25 years,
Quote Ref: para 5.4, 5.36- 5.38*

'Providers must have arrangements in place to support children with SEN or disabilities'.

Purpose of the Policy

The purpose of this policy is to ensure that the Family Centre has a considered and consistent approach to providing childcare for children with special educational needs and/or disabilities (SEND).

We aim to:

- Provide a stimulating inclusive learning environment with high quality teaching that is differentiated and personalised to support the individual needs of children.
- Ensure all staff have high expectations for all children within the Family Centre.
- Identify any barriers or concerns which impact on a child's ability to reach their potential and use our best endeavours to support those identified.
- Listen to and involve parents/carers and children in developing the plans required to meet their diverse and individual needs working in conjunction with relevant professionals
- Follow all statutory guidelines including SEND Code of Practice 2015 and the Equality Act 2010.

What parents\carers should do

- Provide the Family Centre with relevant information about your child's health, individual needs or disability, giving the details of any professionals working with your child when your child starts nursery or as circumstances change.
- Be aware the Family Centre may need to access training or make adaptations to ensure your child's needs are met, which may delay or interrupt their start or continuing access to childcare.
- Discuss any concerns you have regarding your child's well-being and or development with your child's key person.
- Support the development of an Early Help Assessment (EHA) and attend review meetings if required.
- Support the Family Centre in delivering strategies used in setting at home, to support your child's development.
- Be aware that when a child moves to another setting we will pass relevant information to aid transition and support the new setting in understanding the strategies that have been implemented and their effectiveness.
- Support the development of a care plan and/or Education Health and Care Plan (EHCP) if one is required.

What we will do

- Have an identified Special Educational Needs Coordinator who has a clear understanding of the SEND Code of Practice their role and responsibilities
- Ensure training is accessed by staff, or adaptations are made prior to a child starting, working closely with the parents/carers and children to ensure they have a positive and safe experience whilst accessing the setting.
- Follow the advice and guidance in the **Including Me Toolkit** ensuring all care plans and risk assessments are in place.
- Ensure the key person works closely with parents/carers providing them with information **Parents Guide to Special Educational Needs Disabilities (SEND)** and gathering information which will be shared with the SENCO in order to support children effectively.

- Seek support from other professionals to address all areas of concern with consent from parents/carers, whilst maintaining confidentiality.
- If it is identified that support will be required from more than one agency an Early Help Assessment will be put in place to ensure good communication links and reviews are set up between the Family Centre staff, agencies and the parents/carers.
- Where support materials are being used in setting wherever possible we will provide them to be used at home.
- Plan and communicate a clear transition sharing all relevant information with the new setting.
- Identify as quickly as possible where a child appears to be behind expected levels or where a child's progress gives cause for concern, and consider all the information about the child's learning and development including
 - the child's learning and development, within and beyond the setting;
 - practitioner observations, formal checks, any more detailed assessment and any specialist advice;
 - progress in the prime areas: communication and language, physical development, social and emotional development.
 - Information from the progress check at 2/Integrated check
 - Information from parents
- Decide whether a child has SEN by asking the following questions
 - Does the child have a learning difficulty, that is, a significantly greater difficulty in learning than their peers?
 - Does the child have a disability that prevents or hinders them from making use of the facilities in the setting?
 - Does the learning difficulty or disability call for special educational provision, that is, provision that is additional to or different from the provision normally made available?

Where we identify a child as having special educational needs, we will work in partnership with parents to establish the support the child needs and will follow

guidance from the Special Educational Needs and Disabilities (SEND) Code of Practice and develop an SEN Support Plan (See the Initial Concerns and SEN Support Procedure) which may lead to an Education Health and Care Plan (see EHCP Procedure).