

Special Educational Needs and Disability Policy

Our aim is to provide an inclusive and diverse environment for our children, consistently providing opportunities and experiences to enable all children to reach their full potential with the necessary support and guidance. Our policies and daily practice consider current legislation with procedures in line with the SEND Code of Practice (2015), Equality Act (2010) and the Statutory Framework for the Early Years Foundation Stage (2021). Our policies and procedures are adapted and updated as necessary adhering to each local authorities requirements or advice.

In addition to this, we always recommend to our families that they utilise the tools available within both Trafford and Stockport boroughs, both of which provide a Local Offer on their online directory, this can also be accessed via our nursery websites. A wide variety of services within the local areas are accessible and there are numerous information points, groups and activities listed to support children with any additional needs and their families.

The Local Offer is also an effective tool for our staff teams and Special Educational Needs and Disability Coordinator (SENDCO) where they can gain information around various areas of SEND and referral services.

Trafford – www.trafforddirectory.co.uk

Stockport – www.stockport.fsd.org.uk

Each of our nurseries has a designated SENDCO whose role is to:

- Ensure all practitioners understand their responsibilities to all children and their approach to identifying and supporting any additional need
- Be responsible for the day-to-day implementation of the nursery's SEN policy and procedures
- To coordinate within the team, families and any outside professionals where required
- Ensure meticulous record keeping is maintained
- Guide and support the team in implementing the Graduated Approach and strategies – the Assess, Plan, Do, Review process
- Arrange Team Around the Child meetings where needed
- Ensure any transitions are planned for accordingly
- Consider staffing arrangements are met/able to be met to support a child's needs
- Ensure any funding entitlements are claimed and distributed accordingly

Graduated Approach

- The process we embed throughout, to help identify a child with a potential additional need and how we consistently provide them with any interventions they may need. The approach is to - Assess, Plan, Do and Review.
- All children across our settings are assessed through consistent developmental observations, however the graduated approach provides a more continuous and successive cycle of assessment that has a more refined focus on individual needs, drawing on more frequent and detailed approaches, regular reviews and incorporating specialist expertise where needed.
- Dependent on the level of needs identified throughout the assessment process depends on the intervention and steps carried out.

Special Educational Needs and Disability Policy

- No matter the level of support required, parents will be informed and included throughout the whole process.

Prior starting at our setting

If any children have a suspected or identified additional need before transitioning to our setting, we will:

- Gather as much information as possible from parents/carers regarding the child's needs to enable us to assess our resources, facilities and any staffing arrangements needed.
- Liaise with any professionals involved to collate as much information as possible in relation to the level of need of the child
- Carefully consider the inclusivity of the child and balance the needs of the whole group. We need to ensure that all of our children would receive continuous and effective support within the environment.
- Support the child and family with the transition by offering additional settling in sessions to increase the familiarity with the environment and staff team. This also provides the staff team more opportunities to develop their confidence in supporting the child's needs throughout the day.
- On entry, dependent on the level of the child's needs/disability, a thorough risk assessment would be carried out of the setting and child's needs which would be reviewed as and when required.

Multi Agency working

The child is at the heart of our practice, and we strive to provide children with the best possible start in life with any support we can offer, this may include seeking advice from various professionals. If identified as needing additional support, referrals to other outside professionals may be required, of which parental consent will always be sought prior to us contacting anyone.

Initially, our first point of contact would be to liaise with the child's Health Visitor to communicate our concerns and discuss any information they may have on record, including outcomes of any developmental assessments and plan any next steps.

Following on from this we would identify which professionals may need to be contacted next and a meeting held with the child's parents to discuss any referrals we feel are needed. Further outside professionals could include; Speech and Language Therapists, Occupational Therapy, Paediatricians etc. Once consent has been sought from parents our SENDCO will complete the relevant documentation in a timely manner.

To ensure all agencies are working together, as part of the Graduated Approach, regular Team Around the Child (TAC) meetings are held to enable all involved to consistently discuss and support the child and their family.

The child is at the centre of all multi agency working and it is our aim to maintain clear and consistent communication with all involved throughout the whole assessment process and beyond, until the child transitions onto their next setting.

Special Educational Needs and Disability Policy

Transition

When one of our children is transitioning to school or different nursery, it is our responsibility to ensure that all key information is handed over prior the move, especially for a child with an additional need.

Firstly, we seek written parental consent to exchange information of their child which enables us to transfer all documentation, including developmental assessments, transition records etc to the next setting.

The SENDCO would arrange a TAC meeting with the new school/setting, parents and all professionals involved to ensure a thorough handover is carried out. This is an opportunity for the school/setting to plan what support they need to put in place ready for the child transitioning. It is also a key time for parents to ask any questions or discuss any concerns they may have.

Educational Health Care Plan (EHCP)

Dependent on the level of need a child has prior starting Reception class at school, some children may require an EHCP to be in place. This is a legal document that enables children to gain the specific support and interventions they need throughout their school life. If we feel a child needed an EHCP in place, we would follow all the necessary steps to apply for one in time.

This would be discussed with parents and professionals involved at the appropriate time throughout the assessment process.

Grievances

If for any reason you have a grievance, please speak to our SENDCO to communicate your concerns and they will aim to resolve this with you as positively and quickly as possible.

If you wish to take the grievance further, then please follow our complaints/grievance policy and procedures accordingly.