

Special Educational Needs (SEN) and Disabilities Policy

Minis is committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a positive and welcoming environment where children are supported according to their individual needs.

Minis recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child's life or may require longer-term or lifelong support. At all times we will work alongside each child's parents and any relevant professionals to share information, identify needs and help the child and their family access the support they require.

Aim

Minis has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years. We have clear arrangements in place to support children with SEN and disabilities. We aim to:

- Recognise each child's individual needs through gathering information from parents and others involved with the child on admission and through our procedures for observation and assessment
- Ensure all staff understand their responsibilities to children with SEN and disabilities.
- Plan, provide and help parents to obtain any additional help or support for any needs not being met by the universal service provided by the nursery
- Provide well-informed and suitably trained practitioners to help support parents and children with special educational needs and/or disabilities
- Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies
- Share any information received and assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Ensure that gifted and talented children who learn more quickly are also supported
- Encourage children to value and respect others
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

The role of the Special Education Needs Co-ordinator (SENCO)

To ensure all children are well supported at Minis we identify a member of team to be our Special Educational Needs Co-ordinator (SENCO).

The role of the SENCO is to provide a lead for team in relation to SEN and disabilities and to make sure procedures are followed, appropriate records kept, and parents involved. The child's key person will normally remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

The particular responsibilities of our SENCO are:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting.

Our nursery SENCO is:

Paris Hector at Millennium Minis and Sophie Collins at Maritime Minis

Admissions

In accordance with our admissions policy, we are committed to providing a childcare place, wherever possible, for children who may have special educational needs (SEN) and/or disabilities according to their individual circumstances, and the nursery's ability to make any reasonable adjustments in order to provide the necessary standard of care. All children will be given a full settling in period when joining the nursery according to their individual needs.

Supporting a child with pre-diagnosed SEND starting at Minis

As an inclusive nursery Minis will make every attempt to provide nursery care for children with pre-diagnosed SEND. In advance of the child starting we will invite the family into the nursery to meet the SENCO and nursery manager and discuss the child's needs. During this meeting the child will be invited to join the group they are due to join and have a stay and play session with the support of their parents, this giving further insight as to the child's abilities to access the environment and identify changes or adjustments that are required to meet the child's needs.

The SENCO would also request the parents shared any reports and assessments they have for their child and liaise with any external professionals that are supporting the family.

From these first meetings a Personal Learning Plan would be put in place in partnership with the family, which would detail any adjustments required. We may also complete a risk assessment to ensure the environment is safe for the child, additionally we may complete health care plan if the child has medical requirements.

Minis would seek specialised training for team if the child required specialist care, which could be health related, or how to use specialised equipment.

In the event of the child requiring one to one care Minis would make an application for funding support and employ a suitable one to one assistant for the child.

The above would be completed in a timely fashion to ensure that families are not having to wait too long for childcare to begin. Minis normally offer childcare 3 month in advance which provides a window of time to ensure the right support is in place.

We recognise that children with disabilities may not have SEN but may need the nursery to make reasonable adjustments to enable them to make full use of the nursery's facilities.

Identification of emerging concerns

All children are supported through a settling in week, and during the first six weeks at nursery the key person will take time to support the child to settle and make an initial assessment of the child's learning and development.

The key person will complete a base line after the first 6 weeks against the Birth to 5 Matters framework.

Where the key person has emerging concerns about a child and suspects possible SEN the key person will complete a 'Flag it Up' form and share concerns with the SENCO.

The SENCO will meet with the key person to discuss their concerns and review the child's baseline and observations to date. The SENCO will also conduct further observations of the child to review the child's development and assess if initial concerns are founded.

The SENCO or keyperson will work in partnership with the parent's and share their concerns and establish if the parent has any concerns themselves.

To further establish the child's needs the key person and parents may be required to complete an assessment form to establish how the child is developing at home compared to nursery, such forms at would include an ECAT assessment.

Early Intervention

Where it is believed that a child has SEN the SENCO will work with the key person and the family to create a tailored approach to meeting the child's learning needs. These will be detailed in a Personal Learning Plan (PLP) and will include the following:

- Agreed learning outcomes for the child
- An agreement about the interventions and support needed and the expected impact on progress and a date for review
- Provision of differentiated activities to meet the child's needs and abilities to give a broad and balanced early learning experience
- Planned interventions and support, with agreed outcomes and the expected impact on progress and a date for review

The PLP will be shared with the family and key worker and kept in the playroom to ensure the team supporting the child are all aware of the child's needs and the interventions planned.

In addition to this each child will have a 'One Page Profile', providing the child with a voice, detailing their interests and support needs, taking into consideration what is working well for the child.

A PLP will be reviewed every 8 to 12 weeks, sooner if required. Minis ensure that parents are consulted with and kept informed at all stages of the assessment, planning, provision and review of their child's care and education, including seeking any specialist advice. Minis holds review meetings with parents at the agreed times and agree any changes or adjustments to support.

All children at Minis benefit from regular assessments and observations of their learning and development. For children with SEND these assessments happen termly.

For some children, the support through Early Intervention enables the child to make good progress at nursery. When the child is not making good progress, additional intervention is required.

Minis will also sign post parents to additional support, such as the RBG Local Offer, local Children's Centre support or provide online resources, strategies and activities try at home.

When a child has their Two Year Old check we request permission to share the report with the child's health visitor to ensure joined up partnership working with the health teams.

Additional Intervention

When the child's needs can not be met within the universal provision the SENCO will lead on any referral to outside agencies as required.

Referral:

Oxleas have a central referral system which provides a simple and easy way for SENCOs to identify the appropriate agency to refer to. Initially the referral will be made via the 'Children's Therapy Services Request for Assessment Form', this referral will go to the following therapy services:

Speech and Language

Physiotherapy

Occupational

Dietetics

Community Paediatric Team

When a child lives out of Greenwich we will follow the child borough of residence Local Offer.



In the case of a child being supported by three or more services, the nursery being included in this number, the SENCO can make a referral to the Early Years Inclusion and Co-ordination team, who will facilitate, in partnership with the SENCO, a Team Around the Child (TAC) Approach.

For children with multiple agencies involved Minis will organise termly TAC meetings to ensure the child and family are at the centre of all planning and organisation of any interventions.

The SENCO will work in partnership with any outside agencies, following advice and guidance and ensuring that the child's key worker is aware of the interventions and their role in delivering enhanced support.

The PLP format will continue to be used to ensure clarity on the plans for those delivering. Any reports and assessments will be shared with the child's key person parents and members of the TAC, a copy will go into the child learning journal as well as in to the SEN file.

Graduated Approach

Minis takes a graduated approach as it draws on more detailed approaches and frequent reviews with four stages; assess, plan, do and review

We analyse if the child's needs are being met, including whether we should seek more specialist help from health, social services or other agencies. Formal and summative assessments from all involved in the TAC.

We review the effectiveness of the support and its impact on the child's progress by the key person, SENCO, the child's parent's, ensuring that support and intervention are matched to the needs of the individual child.

From the analysis we will create a PLP with SMART targets and long term goals. Ensuring to the views of the child, which for our youngest or non verbal children could be conducted via observation of the child's interactions and reactions to interventions.

The intervention and strategies will be carried out by the key person. The SENCO will offer support and training as required.

All children with SEND have their PLPs reviewed every 8 to 12 weeks, more frequently if required.

We revisit this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, key person, the child's parent's and any other professionals involved agree intervention is no longer needed or decide to request an EHC, see below.

All children receiving SEN support will be included on the SEN register which is reviewed by the SENCO and Nursery Manager on a monthly basis.

Education, Health and Care (EHC) Needs Assessment and Plan

If the support given is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents and let them know the outcome of the assessment.

Supporting Transitions to school or onto another nursery

When children leave Minis we will discuss with the parents about the where the child is moving on to and with their consent make contact with the school or next setting.

For children accessing Early Intervention we will ensure that an up to date report and/or PLP is completed before the child leaves Minis in partnership with the parents. This will then be shared with the receiving setting.

The SENCO will also make contact with the SENCO at the new setting to discuss the child's needs and support that they are currently receiving, to ensure that the child is well supported during the transition.

For children with Additional Intervention a transition meeting will be arranged with all professionals involved invited to attend, the parents and the receiving setting/school. Professional unable to attend will be asked to provide an up to date report/assessment of the child to support the transition.

Minis is happy to welcome members of team from the receiving setting, such as the class teacher or SENCO to meet the child and observe them at Minis.

We use the definitions set out in the law to describe SEN and disabilities.

- A child has SEN if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.
- A **learning difficulty or disability** means that a child has a significantly greater difficulty in learning than the majority of other children of the same age; and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.
- For children aged two or more, **special educational provision** is educational provision that is additional to or different from that made generally for other children of the same age.
- A child under compulsory school age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.



- A **disability** is defined in the Equalities Act 2010 as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, they are also be covered by the SEN definition.

Legal framework and definitions

The relevant legislation underpinning this policy includes:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- The Children and Families Act 2014
- The Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Statutory Framework for the Early Years Foundation Stage
- Working Together to Safeguard Children 2018

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>Sept 2023</i>	<i>J. Coackley</i>	<i>2024</i>