

**Special Educational Needs and Disability policy**

***'Providers must have arrangements in place to support children with SEN or disabilities. They must have regard to the Special Educational Code of Practice and identify a person to act as Senco' (EYFS, 2023)***

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the Equality Act 2010.

What is SEND?

Stands for special educational Needs & Disability. The SEND Code of Practice 2014 shows 4 broad areas of need for children and young people with send. These are

**Communication & interaction**

Children with speech, language and communication needs have difficulty in communicating with others. This may be due to not being able to say what they want or difficulties in understanding. They may have difficulties in all or some of these areas.

**Cognition and learning**

Support may be needed for children when they are learning at a slower pace than that of their peers. There can be different levels of learning difficulties.

**Social, emotional & mental health difficulties**

Children may experience a wide range of social & emotional difficulties. These could be social isolation, a child becoming withdrawn or displaying challenging behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have attention or attachment disorders.

**Sensory and/or physical needs**

Some children may need SEN provision because they have a disability, which prevents or hinders them from making use of the activities and resources. Children may have some form of visual, hearing or multi-sensory impairment. Some children may need specialist equipment.

 Who is responsible for SEN on a daily basis?

Little Acorns Nursery has a dedicated SENDCO, Daniel Garnham. The SENDCO will work closely with other staff with all the pupils and will have the main responsibility for the management & upkeep of the Inclusion policy. The SENDCO will support staff while developing & assessing strategies and support within the setting.

Training will be provided for the SENDCO from Brighton and Hove Council and the SENDCO will attend BHCC SENDCO network meetings to keep updated and informed on local and national updates.

 Who identifies a child with SEN?

Early identification is very important in SEND and it is the job of everyone to work together to achieve this. Every teacher is a teacher of every child or young person, including those with SEN. Parents or other agencies may inform us of a child's development. Staff may also become aware that a child is experiencing difficulties through their observation & monitoring.

* Key workers/nursery staff
* SENDCO
* Parents
* Managers
* Children
* Outside agencies (if involved)
* Other settings the child may attend

Supporting children with SEND

All children have a secure online learning journal (Famly). Observations and assessments are done by the child’s key person on a regular basis. If, during this process a child, is identified as having a difficulty with one or more areas of learning & development then the key person will put some simple strategies into place. This differentiated approach supports building the child’s confidence and helps their development. It involves finding other ways to support the child. This could be making the activity easier, breaking the activity into manageable chunks, trying a different activity or introducing some other equipment & resources. This would always be discussed reviewed with parents / carers

If, despite the key person putting strategies into place the child is still having a difficulty with an area of learning & development then suitable special education provision will be made through a graduated approach. This is a continuous cycle of [**Assess-Plan-Do-Review**](https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities/graduated-approach-supporting-children-send), to ensure the child makes progress. The key person should involve Parents, where possible the child, the SENDCO, any outside agencies and any other settings the child attends into this process to ensure that all parties have input into the best way to support the child.

**Assess –**The key person will observe children’s progress. These observations will inform the assessment of children’s needs & what progress is needed.

**Plan –**If it is decided that a child has a SEND then parents will be invited to give their views & wishes around their child’s learning & development. An action plan will agree targets and outcomes for the child and highlight the type of support & interventions. All parties will get a copy of the plan.

**Do –**The key person, SENDCO & other practitioners will implement the plan. Parents will be given guidance on how to support the plan at home.

**Review –**Pre-planned reviews will take place regularly. This will ensure the plan is monitored and the child’s progress is assessed. The SENDCO will work with the parents, key person and outside agencies to revise the cycle of support, make appropriate adjustments & set fresh outcomes.

Other Agencies

On occasion, we may look to get advice or support from outside agencies. This may include the Brighton And Hove Inclusion Support Service (BHISS), Speech & Language Therapists (SALT) or Seaside View Child Development Centre. We would always discuss any refferals with you and seek to get your consent for this. We can also, on occasion, access additional funding for either specialist equipment or 1-1 care. this is assessed on a case by case basis by the local council.

Parents in Partnership

We believe that working with parents will benefit the child most. Parents know their child the best and know what is best for them; we will keep parents informed by;

* Informal discussion with SENDCO/key worker
* Formal appointment with SENDCO/key worker
* Open evenings & social events throughout the nursery year
* Review & discussion of IEP’s
* Home/nursery diary
* You can always speak to the SENDCO or your child's Key Person. Just contact the nursery for an appointment

Local Support

The SENDCO is the first point of contact for a family looking for additional support, however the following contacts are recommended.

The official parents support group for the Brighton & Hove area for parents of children with SEND is AMAZE, they can be contacted on Tel: 01273 772289. They also produce a book called ‘Through the Maze’, which is full of useful information.

In Brighton & Hove there is a pre-school special educational needs service called PRESENS which helps make sure 2 to 5 year olds get their educational needs met. Some children attend sessions at PRESENS; others get outreach at a mainstream nursery or playgroup. PRESENS also support and advise all the local early education settings. Nearly all children with special needs go to mainstream early years settings. PRESENS can be contacted on Tel: 01273 294944

All local councils have a duty to produce information about the services and provision available in the area for children & young people with SEND. This is called ‘Local Offer’ go to [www.brighton-hove.gov.uk](http://www.brighton-hove.gov.uk/) and search local offer to find out more information.

Supporting a child with medical conditions

Little Acorns recognises that a child with a medical condition should be properly supported so that they have full access to education. Some children with medical conditions may be disabled and where this is the case we will comply with its duties under the Equality Act 2010.

At Little Acorns, we will provide a broad and balanced early years environment for children with all special educational and medical needs, using the graduated approach (Assess-Plan-Do-Review) as a cycle to make adaptations to our environment and approaches as necessary.

We recognise that some children with medical conditions may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Going to School

We aim to give support to children with SEND until they leave to go to school or another setting. When they go onto school, in addition to the School Transfer Document, the SENDCO fills in a School Entry Information form with details of SEND and the child’s strengths and interests. We actively encourage Reception teachers to visit all children in their Nursery setting.

Complaints

We strive to ensure that there will be no cause for you to have a complaint; however in the event of a problem, you should take it up with the child’s key worker/SENDCO in the first instance. If the problem remains unsolved you will need to speak to the Nursery Manager. In the unlikely case of the matter still not being resolved the parent should refer their complaint to the local authority. Please refer to our Complaints Procedure.

Confidentiality

We are required by law to hold records on all children & staff in the Nursery. All SEND forms and action plans will be kept virtually in the child’s Famly profile. All staff are made aware of the confidentiality policy and adhere to it. Staff will always discuss any information with the parents before discussing with any outside agencies (speech and language therapists, PRESENS). And then only with parents express permission.'

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| This policy was adopted by: Little Acorns Brighton Ltd | Date: 1.8.22Reviewed: 7.7.23Reviewed: 5.7.24 |
| To be reviewed: 5.7.25 | Signed: Rebecca Rose |

**Frameworks & legislation relating to this policy:**- SEND Code of Practice 2014
- 2010 Equalities Act
**Policies to be read in conjunction with this policy**- Equalities & Inclusion Policy