



Plantpots

Special Educational Needs and Disability Policy

This policy has been created with regard to:

- The SEND Code Of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2017)

Definition of Special Educational Needs

The term 'special educational needs' has a legal definition. Children with **special educational needs** all have **learning difficulties** or **disabilities** that make it harder for them to learn than most children of the same age. **These children may need extra or different help from that given to other children of the same age.**

Aim

We believe that ALL children who attend Plantpots should have their needs met to help them achieve their full potential. This policy sets out our procedures and principles which will ensure that this happens for any child with Special Educational Needs who attends our setting.

We adhere to the legal requirements and principles of the 'SEND Code of Practice' which are reflected throughout this policy.

A graduated approach

The graduated approach recognises that children learn in different ways and can have different levels of SEND. So increasingly, step by step, specialist expertise can be brought in to help us with difficulties that a child may have. We will always tell parents/carers when we first start giving extra or different help because of a child's SEND.

The Special Educational Needs and Disabilities Coordinator (SENDCO) role

The SENDCO (this is the person in Plantpots who has a particular responsibility for coordinating help for children with Special Educational Needs) for Plantpots are:

Lesley Collins – Nursery Manager

The SENDCO's role is to:

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- ensure that staff understand, are familiar with and follow the SEND practice.
- promote effective relationships with parents of children with SEND.
- liaise with other professionals and agencies when appropriate.
- be responsible for promoting staff development in relation to SEND, and ensuring appropriate SEND training for staff.

The SENDCO will monitor the SEND policy, and set dates for evaluation and review and will support the key worker of any child with SEND and oversee the progress and development of that child.

All the staff are involved in supporting a child with SEND and information is shared on a need to know basis so that the child is given consistent and regular support.

Management

The SENDCO is part of the leadership team which is responsible for setting the strategy for Plantpots. This ensures that SEND considerations are at the heart of our strategic planning. The SENDCO has input into the Development (strategic) and Action (operational) Plan and gives a SEND report to the committee at each committee meeting.

Admissions

When considering admissions, a child with SEND will be treated no less favourably than applications from other children into Plantpots.

Our admissions policy is that all children are welcome. Staffing ratios may affect our ability to offer suitable provisions for certain children and individual cases are discussed between families and the SENDCO and Plantpots committee.

We will welcome all children and aim to respond appropriately to each child's background and individual needs. We ask parents to give as much notice as possible if a child is disabled or has special educational needs. This will enable us to explore with parents and with any outside professionals how we can provide most effectively for that child.

Resources

Where appropriate we make available staff members to work on a one to one basis with our SEND children. We provide resources which will help our SEND children to make progress and reach their potential. The purchase of resources is part of our strategic planning and budgets are kept flexible to allow for additional purchases as needed. Plantpots will also apply for funding where appropriate.

Identification, Assessment and Review

Children with SEND are usually identified at an early stage by our thorough observation and assessment procedures which are set out in our Observation Assessment and Planning Policy. We also take into account information and concerns passed on by parents/carers.

Initial concerns and action

Concerns brought up through our observations and assessment process will be discussed with the SENDCO and then a meeting arranged with parents.

When we meet with parents/carers we will outline different strategies or interventions we will be using to help their child make progress and this will include shared ideas for home.

We will set a date for review with the family, SENDCO and key worker.

Early Years Action

If the child continues to show delay or behavioural issues despite the extra or different help we have given them then they will be moved on to the next stage of our graduated approach which is Early Years Action. This will happen after the review meeting with the child's family. At this stage a support plan will be set up and agreed with parents and further discussion with referral to outside agencies will be had.

The Area SENDCO may also become involved to offer further support to Plantpots. A professional such as a doctor or speech therapist may be involved at this stage. Observations will be carried out on the child to record their progress in relation to the targets. At the review meeting the child's progress will be reviewed and we will work with parents to decide on the next stage of action.

At this point we set up a SEND file for the child and keep a current record of all action, discussions, concerns and meetings. This is confidential to the family, key worker and SENDCO.

Early years Action Plus

If two to three strategies have been reviewed with parents and it is still felt that little or no progress has been made, then a child may be moved up in the level of support needed. Plantpots must consider the amount of support which has been needed to make progress. At this stage other professionals will always be involved and the Area SENDCO will work with the outside agencies.

Statutory assessment

The Early Years Action procedure will be followed. Plantpots and parents will then take advice with regard to a formal assessment and procedures relating to the possibility for the child having an assessment for a statement of Special Educational Needs.

The Early Years Foundation Stage (EYFS) and Inclusion

- All children at Plantpots have full access to the EYFS. We differentiate our resources, routines and procedures to enable all children to have good outcomes.
- Our Long Term Plan has a section which looks at how each area of provision can be differentiated to meet children's differing needs.
- Our planning is led by the needs of the individual children and is therefore flexible and creative.

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- Our key worker system ensures that every child's needs and next steps are represented during the planning process which will include SEND targets. Activities are planned which include all children and are modified so that every child can participate in some way.
- We keep social, curricular and physical integration of our SEND children at the forefront of our planning.

Complaints

Complaints regarding SEND provision within Plantpots should be made to the manager and SENDCO.

- If a complaint is made then it will be treated with confidentiality by all staff, and we will adhere to our normal complaints procedure to resolve the problem.
- If the complaint is made to a staff member, then they will report it to the SENDCO or manager.
- All complaints and action taken will be recorded on the complaints sheet.

Staff development

Plantpots is committed to the development of its staff in all areas and will support training in Special Educational Needs. Plantpots staff will attend courses for professional development and will relay any relevant information back to staff. We offer a range of books and articles on special needs, which are available for staff to borrow at any time.

More information of training undertaken by staff is available in the 'staff training' file.

Support for parent/setting

External support can be found by contacting Children's Services, Newcastle City Council, Civic Centre, Barras Bridge, Newcastle Upon Tyne, NE1 8PU .

Further support is also available from the Extended Services Inclusion Officer. The Manager has a list of current contact information.

Parents

As soon as we have concerns that a child may have SEND we always discuss the matter with the parents/carers. They are involved and are consulted in every step we take for their child. We consider our partnership with parents as at the heart of what makes Plantpots produce good outcomes for our children and this is vital for our SEND children.

Each child has their own SEND file and Learning Journey where parents comments, observations and concerns are recorded and acted upon.

Transition

We will always liaise fully where we share a child with SEND with other settings. Permission for parents will always be sought before any contact is made.

Where a child with SEND moves to us from another setting we will endeavour to meet with the previous setting to gather as much information as possible.

Where a child leaves us to go to another setting we will arrange a meeting, including the parents, to hand over our information.

School

We will engage with any school the child may be attending on leaving Plantpots in the term before they leave.

This will include establishing contact with any professional who may take over the child's case when they start school.

We will arrange visits and meetings with parents and teachers to ensure as smooth a transition as possible for the child.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>February 2021</i>	<i>L Collins</i>	<i>February 2022</i>