

# Supporting Children with Additional Educational Needs 2021/2022

## Equality of opportunity

### Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children the same age.
- b) Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Children will not be regarded as having a learning difficulty solely because their language at home is different from the language they will be taught. We will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language, or if it arises from SEN or disability.

### Special Educational Provision means:

- a) For children of two and over, educational provision which is additional

to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

- b) For children under two, educational provision of any kind.

### Working in Partnership with Parents

Positive attitudes to parents, user friendly information and procedures and awareness of support needs are important. There should be no presumption about what parents can or cannot do to support their children's learning. Stereotypic views of parents are unhelpful and should be challenged. All staff will bear in mind the pressures a parent may be under because of their child's needs.

#### To make communications effective we aim to:

- ❑ Acknowledge and draw on parental knowledge and expertise in relation to their child.
- ❑ Focus on the child's strengths as well as the areas of additional need.
- ❑ Recognise the personal and emotional investment of parents and be aware of their feelings.
- ❑ Ensure that parents understand the procedures, are aware of how to access support in preparing their contributions and be given documents to be discussed before any meetings.
- ❑ Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- ❑ Respect the differing needs parents themselves may have, such as a disability or communication or linguistic barriers.
- ❑ Recognise the need for flexibility in the timing and structure of meetings.

We provide an environment in which all children, including those with

additional educational needs, are supported to reach their full potential.

- ❑ We have regard for the DfES Special Educational Needs Code of Practice (2015) and the Framework for Action.
- ❑ We ensure our nursery is as inclusive as possible to all children with additional needs.
- ❑ We support parents/carers and children with additional needs, making them as comfortable with their surrounding as possible.
- ❑ We identify the specific needs of children with additional needs and meet these through a range of strategies.
- ❑ We work in partnership with parents and other agencies in meeting individual children's needs.
- ❑ We monitor and review our policy, practice and provision and, if necessary, make adjustments where possible.

### The Role of the Special Educational Needs Co-Ordinator (SENCO)

The SENCO has responsibility for:

- ❑ Ensuring liaisons with parents and other professionals in respect of children with Special Educational Needs.
- ❑ Advising and supporting other practitioners.
- ❑ Ensuring that appropriate Early Help Forms are completed.
- ❑ Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- ❑ Completing Early Help Forms
- ❑ Liaising with the area SENCO.

## Procedures

- ❑ We designate a member of staff to be the Special Educational Needs Co-Ordinator (SENCO). The Senior SENCO at the nursery is Michelle Gilston, the deputy SENCO is Rebecca Fisher. Both have completed an accredited SENCO course.
- ❑ We ensure that the responsibility for the children with additional needs is the responsibility of all the staff.
- ❑ We work closely with parents of children with additional needs to create and maintain a positive partnership.
- ❑ Children are observed on a regular basis if we feel the child needs particular support in any area further observation will be carried out.
- ❑ We ensure that parents/carers are informed at all stages of their child's development, through tapestry, face to face conversations and over the telephone.
- ❑ We liaise with other professionals involved with our children with additional needs and their families.
- ❑ We provide a broad, balanced and differentiated curriculum for all children.
- ❑ We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEP'S) for children with additional needs.
- ❑ Should we need these we have support for children using Early Help Forms.
- ❑ We ensure the effectiveness of our additional needs provision by collecting information from a range of sources
- ❑ The SENCO attends training whenever possible.

## Improving Outcomes for Children with SEN.

We ensure that we are undertaking two-year checks for all our children aged between 2 and 3, this will enable us to identify any gaps in the prime areas and enable us to recognise if any child is requiring any additional help. These checks are shared with parents and allow the parents to inform us if they think there may be an area in which we can help their child.

We undertake an assessment ASQ and Wellcomm at least 3 times per year, starting with on entry when the child enters Ladybirds.

We use the Early Years Outcomes to determine if a child requires extra support.

## Equality Act 2010

We have regard to the Equality Act 2010, we will not harass or victimise disabled children, we make reasonable adjustments as far as our setting allows to ensure that disabled children are getting the same level of service as others to prevent them from being put at a substantial disadvantage.

## Medical Conditions

We will take all reasonable steps to ensure that children with any medical conditions get the full support required to meet those needs.

## Early Identification

Parents early observations of their child are crucial. We collate information regarding the child's very early years before the child is enrolled.

Where we are of the opinion that a young child in our setting has SEN, we will inform the child's parents and bring this to the attention of the local authority in the form of an Early Help Form. The parents will be offered support, this may be in the form of specialist support from Health Visitors, educational psychologists, speech and language therapists, specialist

teachers, such as a teacher of the deaf or vision impaired.

From September 2014, 2-year olds for whom Disability Living Allowance is paid will be entitled to free early education.

## Assessments

### Progress Check at age 2

We will review the progress of a child at the age of 2, and provide a short summary of the child's development, focusing on communication and language, physical development, and personal social and emotional development. The check will identify the child's strength and any areas where the child is progressing slower than expected. If there are significant emerging concerns, we will inform the relevant people and complete the necessary documentation to support our findings.

### The Graduated Approach

The code specifies that high quality teaching with differentiation and personalised support needs to be the first reaction to possible SEN. If there continues to be any concern then the graduated approach must be followed. For this process to be effective it is Assess, Plan Do Review.

### End of Term Reports for Children attending school.

Assessments at the end of the EYFS is usually done in the final term of the year a child turns 5. A report is undertaken when the child leaves our setting and goes to school.

### Identifying needs and SEN Support in the Early Years

When we identify a child as having SEN, we work in partnership with parents

to support the child's needs.

### Plan

Where it is decided to provide SEN support and formally notifying our parents, we will agree along with the parents, key worker and SENCO the best outcomes possible for the child, and what interventions we are aiming to put into place, and the expected impact on their progress, development and behaviour with a clear review date.

### Do

The key worker will remain responsible for working with the child on a daily basis, they will receive support from the nursery SENCO who will oversee the implementation of interventions and programmes as part of the SEN support.

### Review

The effectiveness of the support will be reviewed in line with the agreed date. The impact will be evaluated by the key worker and the SENCO working together with the child's parents. The parents will be involved in each stage of the review process.

On advice of other professionals an EHC plan would be opened if deemed necessary.

EHC plans will be reviewed every 12 months by the local authority.

### Transition

SEN support will include planning and preparing for school (or to another setting). To support the transition, information will be shared by the nursery to the receiving setting, with parents' permission.

## Involving Specialists

Where a child continues to make less than expected progress, we will consider involving specialists, for example, health visitors, speech and language therapists, educational psychologists, or other professionals as appropriate. The decision to involve these professionals will be undertaken with the SENCO and the parents.

## Record Keeping

We will keep records on the child's development on our on-line development system tapestry, along with records of what help they are receiving and any meetings the child has had.

## Early Help

These are strategies employed to enable the child to progress and are recorded within an Early Help Form. This will include information about the short-term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed, and the outcome and the action taken. The Early Help Form will record what is additional or different from the curriculum plan that is in place as part of normal provision. The Early Help Form will be reviewed every 10 weeks.

Our aims and objectives are:

- a) To create an environment that meets the Special Educational Needs of each child.
- b) To ensure that the special educational needs of children are



identified, assessed and provided for.

- c) To make clear the expectations of all partners in the process.
- d) To identify the roles and responsibilities of staff in providing for children's special education needs.
- e) To ensure that parents are able to play their part in supporting their child's education.
- f) To ensure that whenever possible our children have a voice in this process.

## Educational Inclusion

We aim to offer excellence and choice to all our children whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

### Staff respond to children's needs by:

- Planning to develop children's understanding through the use of all available senses and experiences.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or

stress and to take part in learning.

Through this policy we aim to ensure we are doing our very best for each child and their families requiring any additional help and support.

Policy Issued January 2016

Date to be Reviewed January 2017

Date Reviewed May 2017

Date to be Reviewed May 2018

Date Reviewed May 2018

Date to be Reviewed May 2019

Date Reviewed April 2019

Date to be Reviewed April 2020

Date Reviewed June 2020 (additional Covid 19 information)

Date to be Reviewed August 2020

Date Reviewed September 2021 (Covid information removed)

Date to be Reviewed September 2022

Date Reviewed December 2021

Date to be Reviewed December 2022

Date Reviewed

The policy will be reviewed sooner than the review date should any new information be obtained.

