

Special educational needs policy

Introduction

Salford Family Nurseries offers an inclusive environment and a broad and balanced early years curriculum to enable each child to reach their full potential.

Children with special needs may at times require more support than children of the same age.

We aim to identify any specific needs a child may have and to work with the child and their parents or carers to address those needs. Parents and carers are involved in implementing all stages of special needs procedures and encouraged to play a central role in all decisions regarding their child's future education.

Where appropriate to their understanding, children are encouraged to be included in the planning and implementation of "Play Plans" which are incorporated into daily planning and linked to the Early Years Foundation Stage.

When your child first enters the setting your child's key person will complete a booklet entitled 'All About Me' which will give you opportunity to discuss any concerns or worries you may have about your child's progress and to celebrate all that your child can and has achieved.

When your child has an identified additional need your key person or the Special Educational Needs Co-coordinator (SENCO) will complete a booklet with you entitled 'My Story' which will give you as parents the opportunity to share your special educational needs journey with your child up until present day. The 'My Story' could contain details which you may find hard to share repeatedly to professionals you meet as your child's additional needs are assessed.

What is Special Educational Needs?

According to the SEND Code of Practice 2015

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her."

A child has a learning difficulty if he or she

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age within the local authority

Your child will not be regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she will be taught, unless there are concerns with your child's speech and or language in their home language. Similarly a child that has a

disability will not automatically be considered to have an additional need, unless the criteria above is met.

What is the SENCO or Special Educational Needs Co-ordinator?

Provision for children with special educational needs is a responsibility for the nursery as a whole team and the parents, carers together in partnership.

- The Special Educational Needs Co-ordinator supports the staff team in monitoring and co-ordinating the provision for children with SEN in the nursery. Each of our nurseries will have a named SENCO. In their absence, please contact the Nursery Manager or your child's key-person.

The Special Educational Needs Co-ordinators role is to

- Ensure the Special Educational Needs Policy is used to guide our daily work and helps support the children in our care.
- Advising and supporting the staff team in the setting to meet the needs of children with special needs.
- Ensuring that a play plan is in place, where appropriate, with suitable targets agreed with parents.
- Ensuring that information about individual children with special educational needs is collected recorded and updated.
- Supporting parents of children with special educational needs e.g attending meetings or filling in paperwork related to special educational needs.
- Communicating with professionals involved with your child to ensure the children are receiving the correct support.
- Providing in house training for other staff members related to Special Educational Needs.
- Sharing relevant information on children with additional needs with the key person.
- Action on any concerns that are raised during the two year progress check related to your child's development.
- Action any concerns raised when the staff complete the Early Years Foundations Stage profile related to your child's development.
- When your child transitions from room to room in the nursery or to their school nursery place the SENCO will co-ordinate meetings with the new staff to ensure all of your child's needs are met. (see also the following document 'Early Years Transition Guide')

Admission arrangements to nursery

Salford Family Nurseries are able to admit your child through a number of funding schemes. Children can also access 2yr funding if they meet a set criteria. If your child has a medical condition they may access their funding as soon as they are aged two rather than wait until the term after. Your two year old may also have been granted Disability Living Allowance this also means they may start as soon as they are aged two. Children are also admitted on fee- paying places and this would be via a waiting list system.

Discussions with parents can indicate a special educational need at this early stage and appropriate external agencies may be consulted with permission gained from parents. Some children are admitted with an already identified special need and professionals may already be in place and will continue to support the child whilst at nursery. Staff work within the Code of Practice and SEND 2015. Upon completion of the 'My Story' booklet you will have opportunity to discuss your child's needs with the nursery so that a medical care plan can be written should your child require one.

Identification, Assessment and Provision for all children with Special Educational Needs

Each member of the nursery team plays a part in the identification of a child's special needs in partnership with parents.

Individual children's progress is monitored through:

- Discussions with parents as they share with nursery their child's achievements and difficulties
- Observations linked to the Early Years Foundation Stage framework
- Wellcomm Assessment Tool
- Evaluations of daily planning which is based on observations of the children
- Discussions within staff teams
- 2 Year Progress check
- Individual Play Plans
- Additional assessment tools such as observation profiles and the Early Support Development Journal

Concerns about your child's individual progress are initially discussed with you the child's parent or carer and the key person. The Special Educational Needs Co-ordinator may also be asked to attend discussions.

For a child with mental health concerns, a record of incidents and action of the staff must be kept on an ongoing basis. The named SENCOS (as above) are our named practitioners for behaviour within the nursery.

If your child begins to make progress within the setting during update meetings the Special Educational Needs Coordinator or your child's key-person will discuss the possibility of reducing the support they receive for their additional needs.

If your child does not make expected progress then in consultation with you we may consider involving other agencies to help support your child. A joint discussion will occur with you to decide what is reasonable to expect your child to achieve given their chronological age. Should you decide your child would benefit from some additional support from an outside agency they would then be under the Early Years Extra graduated approach taken from the SEND 2015.

Early Years Extra

The nursery will support your child within the nursery with activities provided daily that extends their development. Some of the activities in nursery will be adapted to better suit your child's individual needs.

If your child appears to not be meeting expected levels of development for their age using the Early Years Foundation Stage Assessment tool then a discussion with you and nursery will occur.

This is to decide whether to involve outside agencies such as speech and language therapists. This decision will be based on the gathering of information from nursery that details your child's levels of development seen in nursery and discussion with you about your child's difficulties demonstrated in the home. The joint decision with parents would then be made whether to involve other agencies to provide specific intervention to support your child.

Nursery in partnership with you will then write a Play plan which sets out a series of targets that will be completed in the home and at nursery. The targets will include advice from the relevant professional involved with your child. These targets will be reviewed every six weeks with you. The targets aims are to focus on promoting the development of your child's area of difficulty. The targets will be basic activities that can be completed at home and in nursery providing a joint approach to supporting your child's development.

Should your child make progress with this support then they will remain at this level of support until it is jointly agreed with parents and the professional involved that there is no longer a need.

If your child continues to need support and had more professionals involved providing specific interventions and a specialist plan in place then they would have the graduated approach of Early Years Individualised Support.

Early Years Individualised Support

This would be put in place to support children who have more than one professional involved with specific interventions and specialist plans to help support the developmental needs of your child.

Play plans would continue to be in place to support your child and to monitor your child's developmental progress and these will be evaluated every six weeks with you and your child's key person.

Your child's development levels will continue to be assessed in nursery using the Early Years Foundation Assessment Tool and the levels will be discussed with you termly.

Should your child not progress onto expected developmental levels despite the interventions put in place then a discussion would take place with you and your keyperson and the Special Educational Needs Coordinator. This would be to discuss your child's future next steps into education. We would also discuss nursery school settings for your child and exploring other possible educational options available to you and your child. After discussion with you it may be decided that the best course of action for your child is to begin an Educational Health Care Plan.

If your child makes good progress with the interventions put in place then upon discussion with you your child will revert back to Early Years Extra approach.

Educational Health Care Plans

Most children will have their needs met in a local mainstream setting however some children may need more support and the Educational Health Care Plan can assess your child's individual educational needs.

The Educational Health Care Plan is written when it is decided in partnership with you that your child may need special educational provision in their next educational setting.

The Educational Health Care Plan will contain your views, your child's views and future aspirations for your child.

The plan will describe fully your child's needs related to the following areas health, educational or social care needs.

The plan will look at future outcomes for your child related to education, health and social care and establish their needs and aspirations.

The plan will describe the type of provision your child may need and how all the services involved will work together to ensure your child achieves the agreed outcomes.

The process takes twenty weeks to complete once the paperwork has been submitted to the SEN team.

The Special Educational Needs Co-ordinator can support you in completing the Educational Health Care Plan assessment form.

Resources in the Nursery

Salford Family Nurseries have a wide variety of equipment that can be adapted or used for children with special educational needs. Specialist resources can also be accessed from the Occupational Therapist.

Access to the Curriculum

It is the right of every child to access all areas of the curriculum and staff make every effort to differentiate the curriculum and provide individualised support and resources to meet the needs of all children at the centre.

Access to the Physical Environment

The physical environment is adapted and adjusted to meet the specific needs of children in the nursery, such as room layout to support wheelchair use or visually impaired children. The structure of the nursery has been adapted in accordance with the centre's accessibility plan. The building is suitable for wheelchair access and disabled toilets are available.

Access to information

Staff are aware of confidentiality of all SEN paperwork, in line with the data protection Salford Family Nurseries have access to local authority services to access multi-lingual and sign language translators or to get information translated into different languages.

Access to information regarding services for families and carers can be seen by entering a search on the internet for '**Salford Local Offer**' and a page can be seen which will have small icons containing information specifically related to families with a child or young person with additional needs. Or you can go to the [Salford Local Offer](#) pages.

Staffing and partnership with bodies beyond the setting

The staff team access a wide variety of training courses which help provide a rich learning environment for your child.

Speech and Language Therapy

Salford Family Nurseries have strong links with Salford's speech and Language service and regularly liaise with them to support those children where a need has been identified. All Salford Family Nurseries have obtained Communication Friendly Status, endorsed by ELKLAN and the Department for Education. This ensures that there are positive approaches to supporting children's speech and language development.

External agencies

All external agencies will only be contacted about a child's special needs after parental permission has been given.

Salford Family Nurseries have good working relationships with the:

- Community Paediatrician
- Early Support Key workers
- Starting Life Well Team
- Educational Psychologists
- Health Visitors
- Hearing Impairment Service
- Occupational Therapists
- Physiotherapists
- Portage Service
- SEN Team
- Speech and Language Service
- Visual Impairment Services

A child with whom there is a concern regarding their development in two or more areas will with parents permission be referred to the Child Development Forum. The Special Educational Needs Co-ordinator will attend with parents for support and to share information gathered from nursery.

ASD Friendly Status

All Salford Family Nurseries have been identified as ASD friendly settings which means that the nursery has been recognised via professionals as being able to provide the best possible support to those children where there may be an identified need with social interactions and communication. The setting has been rigorously assessed and annual assessments take place to ensure that these standards are maintained.

Gifted and Talented

The setting supports those children who are consistently working above their expected level of development through the use of play plans. Salford Family Nurseries utilise the expertise of our qualified teachers to ensure that these identified children are challenged to their full extent. We are able to access more challenging resources through links with local primary schools.

Partnership with Parents

Parents have a vital role in the identification of and support for children with additional needs. Every effort is made to work in partnership with parents at every stage. All play plans, reviews and paperwork written by staff are shared with parents/carers and targets are written with parents input. Information is only shared with other professionals after parental permission has been given.

Links with Schools and Transition

With the permission of parents/carers, any special educational needs paperwork relevant to future educational needs is shared with staff at the child's new placement, to ensure a smooth transition and continuity for the child. The nursery in partnership with the child's parents/carers may hold individual meetings for children with additional needs to share information with their school.

Together with parents the child's key person will complete the My story to be shared with the next setting/school.

Salford Family Nurseries have built good working relationships with schools receiving the children and invites all staff involved to an annual transition day, where transition paperwork can be shared, and queries can be answered. This usually takes place after parents and children have made visits to their new classes.

This policy was updated: 7 July 2022

Signed on behalf of the nursery managers

Reviewed by: Debbie Evans, Val Worrall, Joanne Kirk, Angela Jones and Sukwinder Singh

Date of Next Review: July 2023