

Special Educational Needs and Disabilities **Policy and Procedures**

Rebecca King and Wesley Skelly are the named; Special Educational Needs and Disabilities/Inclusion Coordinator or SEN Co for the whole setting.

At Carousel Nursery School we aim to provide an inclusive setting that can meet all children's needs and work together with their families to achieve this. We will however consider if the child's needs cannot be met fully by the setting such as the structure of the building not allowing it or if the need is so complex that the child needs to go to specialist provision to meet their needs.

This is in accordance with the Disability Discrimination Act 1995 and 2001, the SEN code of Practice 2015 and the Equality Act 2010, EYFS, Children and Family Act 2014, Safeguarding.

We use a rigorous process to deliver a graduated approach in order to identify, plan for, support and review children with any additional needs and always strive for early intervention to give every child the best start possible.

Detailed below is the process which we deliver the graduated approach.

Graduated Approach

Assessing children's needs and our Intent

Ongoing observation and assessment of all children

As part of the Early Years Foundation Stage Curriculum (EYFS) and Statutory requirements, all children are observed during their time at Nursery to assess their development and plan for them accordingly. These observations are collected in the child's digital learning journey which is shared with parents via an App.

It is through continued observation that a child's individual educational or behavioural needs can be assessed, planned for and met in the day to day delivery of the curriculum. If practitioners are concerned children have emerging additional needs to then the SEN Co will work with staff, parents and outside agencies to meet the child's needs effectively.

Progress check at age two and yearly Development Matters Reports

Using these ongoing observations, we will complete a Progress Check check on all children aged 2 years 6 months (depending on their starting age). These checks are designed to focus on how the child is developing within the three Prime Areas of Learning from the EYFS Curriculum. Staff will identify if the child may need some additional support with their learning and development and engage with parents on how this will be achieved and will discuss initial findings in a meeting with them.

Additionally, all children will have yearly Development Matters Report to review their learning and development in the three Prime Areas (Babies and Toddlers) or all seven Areas of Learning (Preschool), the report informs staff and parents if any emerging needs are identified so that we can decide if a child needs additional support.

Consent

When a child is identified to have additional needs, we will communicate and liaise with parent throughout the whole process. Parents will be asked to complete an Inter-Agency form when first enrolling their child at nursery and will also be asked for their input when Support Plan's, referral forms etc are completed.

Implementing Plan's for children with additional needs

Support Plan

If an additional educationally or behavioural need is identified, the SEN Co will work with parents and the child's key person to draw up a Support Plan to put in place strategies that support the child's needs. The plan is a shared approach that the child's parents, key person and staff members use it as guidance to meet their needs. In some circumstances these outside agencies may also be involved in suggestion strategies that inform the plan.

Strategies in place/Support Given

The Support Plan is then referred to daily and used to integrate its strategies into the daily routine, support activities planned for the week and focus on the child's needs. Observations are made to track the child's progress and inform staff on the impact it has on the child's learning and development.

Reviewing the Impact

Review the Support Plan

Support plans are reviewed depending on the level of need the child and what has been decided between those involved in writing the initial plan. Practitioners will inform the parents of what progress the child has made and if the plan needs to be updated, simplified or staying in place until the next review. It will also identify if additional support from outside agencies needs to be sought, which will lead to relevant referrals being made to put further

Referral Process

After the Support Plan has been completed and is in place staff will discuss with parents if referrals need to be made to outside agencies to seek professional advice. This could include the child's Health Visitor/Community Nurse, local authority Advisory Teachers, Speech and Language Therapist and so on. We will then work with parents and other professionals to devise additional support strategies for the child and put them in place.

Additional Things to Consider

Supporting Children who achieve above their expected age of development

If ongoing observation and reports identify that a child is achieving above their expected age of development in one or more areas of learning, we will follow the graduated approach and focus on ways to support their need to be challenged so that they also flourish.

We will also make attempts to contact other professionals from outside agencies to gather support and advice for this child and find ways of nurturing or enhancing their talent/gift.

All staff can differentiate learning activities to suit individual needs and we would think about looking at the next developmental steps in the Early Years Foundation Stage (EYFS).

Inclusion

Carousel Nursery School always strives to ensure that all children/parents and staff are treated equally. Please see our Equal Opportunities Policy.

Carousel Nursery School works in accordance with the Disability Act 1995 and the Special Education and Disability Act 2001.

During admissions for children, discussions between the nursery manager/owner and the parents of a child may take place to discuss any additional needs or requirements that the child may have. We will make reasonable adjustments to the setting to help admissions of a child. Carousel will seek advice from the local authority about making the adjustments, help with this and funding if needed. Reasonable adjustments can only be made if it is safe to do so for the staff, that child and all other children in attendance at Carousel Nursery School.

Transitions

Carousel will always liaise with the other age groups as a child transitions throughout their time with us and children will have visits to the group they will be moving into as they age up. We will also liaise with other settings/schools via phone consultation, meetings and visits to ensure a smooth transition for children leaving the setting at any point. We also welcome schools to visit the nursery if they request it. Which helps support the transition process. Extra measures can be taken to offer additional support to those with Special Educational Needs and/or Disabilities, for example arranging the child to have extra visits to the school with their key person.

Please see Curriculum policy on how we include all children when we plan activities.