

## **SEND Policy**

The staff at Coccinelle Day nursery believe that all children have a right to a broad and balanced early years curriculum. All children are welcomed, regardless of their individual needs and are welcomed to our inclusive setting. In order to achieve this, we work closely with children, parents and carers, the Early Years Inclusion team in London borough of Newham and other professionals or agencies if this is necessary.

We have regard for all legislation and guidance applying to the setting:

- Special Educational Needs Code of Practice (2014)
- Equalities Act 2010 (Disability Discrimination Act (1995))
- Early Years Foundation Stage (2014)
- Children & Families Act 2014

### **Aims and Objectives.**

To assess children's learning and development and take prompt action to ensure children are given support to make progress, where their learning and development may be delayed.

To work in partnership with parents so they feel able to share concerns they may have about their child's progress and feel involved in their child's learning.

To identify concerns or other causal factors within the home, which may be impacting upon children making progress, and arrange for the family to have early intervention support.

To fully involve and engage parents in all discussions around their child's Special Educational Needs or Disabilities support parents and carers, to encourage parents or carers to express their own concerns regarding their child and to be an integral part of any decision making.

We have an 'open door' policy in the setting.

We aim:

- to ensure that the individual needs of all children are met, including children with special education needs and disabled children.
- to identify any needs a child may have and to work with the child and their parents or carers to address those needs.
- Through observations and discussions with colleagues, parents and carers and the child (when appropriate) to value and acknowledge the child's preferences.
- To include parents and carers in their child's learning.

**Our SENCo is Helen Field, Gifty Dampare and Zarah Anjum**

SENCo role is to:

- To coordinate the SEN practice within the setting and support practitioners to promote inclusive practice.
- To work in partnership with parents/carers and keyworkers in the setting.
- Liaise with senior management to identify cohorts of children that are not meeting expected levels of development.
- Advise and support practitioners in the setting who have identified a concern regarding a child's development.
- Ensure that appropriate SEN Support is in place and regularly monitored. To develop strategies and SEN Support Plans to help the child access the early year's curriculum and make progress.
- SEN Support Plans should be reviewed regularly, ideally half-termly/termly within the Early Years.
- Ensure liaison with parents and carers to ensure they are aware and involved with the SEN Support plan and are kept informed of their child's progress.
- Ensure liaison with other professionals in respect of children with SEN including the Local Authority Early Years & Childcare advisor.
- Review the SEN Policy annually.
- Review the setting's Local Offer and update regularly.
- To attend statutory training and any relevant SEN training, as arranged through the London Borough of Newham

## **Training**

The SENCo is required to update their training every three years by attending 'Supporting children with additional needs' statutory training with Newham.



The three SENDcos have all achieved their level 3 accredited.

The SENCo is required to attend three inclusion meetings per year and other relevant training opportunities to develop their knowledge and expertise.

All practitioners are required to attend Basic SEN Awareness training as suggested within the SEN Code of Practice 2014 and which is also set out in the nursery education funding terms and conditions.

A yearly audit of training on SEN and Disability will be held to ensure the setting has an identified and experienced/trained SENCo.

### **SENCo responsibilities**

- To ensure that the SEN policy is annually reviewed and that all staff and parents can contribute to the review.
- The SEN policy will be made available to all staff, parents/carers, who will be encouraged to comment, considering the views and feelings of the children.
- Staff must be aware of the two main duties of the Disability Discrimination Act:
- Not to treat a disabled child 'less favourably'
- To make 'reasonable adjustments' for disabled children
- To support staff in the identification of needs, planning of programmes and development of strategies to support disabled children and children with SEN in the setting.
- To ensure that SEN Support Plans are in place and are regularly reviewed every term (ideally half-termly) with parents or carers and other professionals when appropriate.
- To ensure that all SEN Support Plans are agreed and signed by the child's parents/carers.
- To liaise with other professionals involved with the child when appropriate.
- To keep colleagues informed of current relevant SEN information.

## Arrangements for identification and Assessment

### - Assess, Plan, Do, Review

Key worker will identify and discuss concerns with SENCo or manager.

SENCo will support practitioner with implementing different strategies and/or techniques with a limited period of "monitoring" - **Assess, Plan & Do**

If progress or concerns are still evident, then Parents will be invited to a meeting to discuss their child's progress and if necessary, agree to implement a SEN Support Plan - **Review**

If after the initial implementation of an SEN Support Plan, it is agreed that the child is presenting as having an additional need:

- Share concerns with parent.
- Collect observations, carry on with assess, plan, do review cycle (smart targets)
- Contact Area SENCO Team
- Refer to screening Play Group via Area Senco
- Complete an Early Notification Form (with parent's consent); download form online from: [www.families.newham.gov.uk](http://www.families.newham.gov.uk)
- Begin an Early Years SEND Support Plan, state outcomes you are looking for on the Early Notification Form: onward referral to LCIS, CNDS, Sensory service, Funding [earlynotifications@newham.gov.uk](mailto:earlynotifications@newham.gov.uk)
- Add data to Childview.

**Child is already known to services in Newham or already has a diagnosis:**

Get consent from parents too:

- Contact Area Senco Team
- Complete Early Notification Form
- Write Early Years SEND Support Plan and collect relevant report from other professionals and upload with the early Notification form, state outcomes you are looking for on the Early Notification Form: onward referral to LCIS, CNDS, Sensory Service, Funding
- Add data to childview.
- Complete Peer Coaching Referral Form or Area SENCO Referral Form for further advice, training or support in the setting

**Newham SEND Hub/ Area Senco Team:**

[Eunice.costello@ronaldopenshaw.newham.sch.uk](mailto:Eunice.costello@ronaldopenshaw.newham.sch.uk)    [lynn.attwell@ronaldopenshaw.newham.sch.uk](mailto:lynn.attwell@ronaldopenshaw.newham.sch.uk)

- It may be that further support and advice will be requested from professionals such as the Sensory Team, Educational Psychology Team, Health Visitor, Speech and Language Therapy Team, Physiotherapy or Occupational Therapy Team.

The SENCo/ Key person will liaise with the external professionals and use strategies and advice given to support the child's development. Relevant professionals will also be invited to attend SEN Support Plan meetings - but meetings should continue without if these professionals are unable to attend, but updated SEN Support Plans and/or reports should **ALWAYS** be copied to those professionals involved.

- If the child's development and progress remain significantly delayed, a referral for an Education, Health & Care Plan (EHCP) Assessment may be made to the Local Authority.

**We plan to include disabled children and children with SEN as follows:**

- Adapting activities so that they are accessible to all children.
- Allocating a key person to get to know the child and how the child learns.
- To meet more individual needs, we can use simple but effective other strategies, e.g. Visual timetables and other visual support, simple signing, behaviour programmes, social skills groups, motor planning activities etc.

**Request for EHCP Assessment**

If the parents or carers, the SENCo, and the area SENCO team consider that the setting has "exhausted" their Local Offer in order to meet the needs of the child, an EHCP Assessment will be made to Decision Making Group within the Local Authority.

**Building/environment:**

We offer suitable wheelchair access/partial wheelchair access.

A purpose-built bathroom.

We have a sensory room, outside play area with safety paving, with clear demarcations, particularly for children/adults with visual impairment.

We would be open to looking at changes that may need to be incorporated in the future as appropriate.

## Complaints Procedure.

Please speak to your child's key person or SENCo in first instance (to be added by individual setting).

## Partnership with parents

Parent/carer meetings to be arranged with key person to discuss any concerns.

All meetings and written reports will be confidential and only shared with other professionals with parental consent.

**NB. Concerns in respect of child protection are exempt from these restrictions.**

SEN Support Plans are working documents and as such may need to be freely available to staff in the setting - any confidential information disclosed on the overleaf page of a SEN Support Plan will not be freely available to all staff.

We will, if appropriate give parents' advice and/or signpost where to seek support outside the setting, e.g., Children Centres, Parent Support Groups etc.

## Transition

We plan and prepare effectively for any transitions.

We ensure good practice in preparing the children for all transitions, whether they are moving to their new room, or new setting by liaising and encouraging the relevant staff to visit the child prior to the move.

It can be a very challenging time and we ensure there is effective communication and information sharing to make any transition a successful one.

We will pass on all relevant information, including reports, assessments and an up-to-date review to the next setting/room to be attended by the child.

We ensure that when sending children's reports and personal information that we use secure methods of transfer. We will:

- Hand deliver
- Use registered post.

This ensures that we gain a receipt of transfer and the transaction is monitored and/or traceable.

Signed.....

Date.....

Review date .....