

## **Special Educational Needs and Disability (SEND Code of Practice) Policy**

*3.68 'Providers must have arrangements in place to support children with SEN or disabilities.'*

The purpose of this policy is to ensure that Child's Play has a considered and consistent approach to providing childcare for children with special educational needs and /or disabilities (SEND).

Our designated named SENCO is **Andrea Askey**.

### **We aim to:**

- Provide a stimulating inclusive learning environment with high quality teaching that is differentiated and personalised to support the individual needs of children.
- Ensure that all staff have high expectations of all children within the nursery.
- Identify any barriers or concerns which impact on a child's ability to reach their full potential and use our best endeavours to support those identified.
- Listen to and involve parents/carers and children in developing the plans required to meet their diverse and individual needs working in conjunction with other professionals.
- Follow all statutory guidelines including SEND Code of Practice and the Equality Act 2010.

### **What parents should do:**

- Provide Child's Play with relevant information about your child's health, individual needs or disabilities, giving the details of any professional working with your child when they start nursery or as circumstances change.
- Be aware that the nursery may need to access training or make adaptations to ensure your child's needs are met, which may delay or interrupt their start or continuing access to childcare.
- Discuss any concerns you have regarding your child's well-being and or development with your child's key person.
- Support the development of an Early Help Assessment (EHA) and attend review meetings if required.
- Support Child's Play in delivering strategies used in setting at home, to support your child's development.
- Be aware that when a child moves to another setting, we will pass relevant information to aid transition and support the new setting in understanding the strategies that have been implemented and their effectiveness.
- Support the development of a care plan and/or Education Health and Care Plan (EHCP) if one is required.

### **What we will do:**

- Have an identified Special Educational Needs Coordinator who has a clear understanding of their role and responsibilities.
- Ensure training is accessed by staff, or adaptations are made prior to a child starting, working closely with the parents/carers and children to ensure they have a positive and safe experience whilst accessing the setting.
- Ensure the key person works closely with parents/carers providing them with information Parents Guide To Special Educational Needs Disabilities (SEND) and gathering information which will be shared with the SENCO in order to support children effectively.
- Seek support from other professionals to address all areas of concern with consent from parents/carers, whilst maintaining confidentiality.
- We will use a graduated approach for all our children, assess, plan, do, review.

- Where support materials are being used in setting wherever possible we will provide them to be used at home
- Plan and communicate a clear transition sharing all relevant information with the new setting.
- Identify as quickly as possible where a child appears to be behind expected levels or where a child's progress gives cause for concern, and consider all the information about the child's learning and development including:
  - The child's learning and development, within and beyond the setting
  - Practitioner observations, formal checks, any more detailed assessment and any specialist advice
  - Progress in prime areas: communication and language, physical development, social and emotional development
  - Information from the progress check at 2/integrated check
  - Information from parents
- Decide whether a child has SEN by asking the following questions
  - Does the child have a learning difficulty, that is, a significantly greater difficulty in learning than their peers?
  - Does the child have a disability that prevents or hinders them from making use of the facilities in the setting?
  - Does the learning difficulty or disability call for special educational provision, that is, provision that is additional to or different from the provision normally made

#### **How we identify/track additional needs**

- Key child discussions take place at termly supervisions to highlight any initial concerns and early support plans are put into place.
- SENDCo works closely with all key workers to ensure any additional needs are met and appropriate support is put into place.
- We have a 'traffic light system' in place where children are identify either red, amber and green to ensure support plans are evaluated and progress is achieved.

Where we identify a child as having special educational needs, we will work in partnership with parents to establish the support the child needs and will follow guidance from the Special Educational Needs and Disabilities (SEND) code of practice and develop an SEN Support Plan (See support procedure) which may lead to an Educational Health and Care Plan (see EHCP procedure).

As a setting all practitioners understand that a child with SEND is more at risk and vulnerable to abuse. Our SENDCo has completed extra training in safeguarding disabled children which has been fed back to all staff. This includes spotting signs and symptoms of abuse that do not get labelled with their SEND.