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## Local Offer - Special Educational Needs and Disability

### General Welfare Requirement:

#### Safeguarding and Promoting Children’s Welfare:

The provider must take necessary steps to safeguard and promote the welfare of children.

Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

#### Suitable people:

Adults looking after children must have appropriate qualifications, training, skills and knowledge.

#### Suitable premises, environment and equipment:

Outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for their purpose.

#### Organisation:

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

#### Documentation:

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
.1 Child Development .2 Inclusive Practice .3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and planning 3.2 Supporting every child 3.3 Learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active Learning 4.4 Areas of Learning and Development

### Overall Aim of the Policy

This policy focuses on the children within Sunbeams Ltd, who need support additional to or different from that provided, to enable them to thrive and develop in a climate of support, in which self-esteem and self-confidence can grow.

## **Specific Objectives, Statements and Procedures**

1. The nursery upholds the principle that all children have the right to learn and play together, their individual needs and differences recognized and valued.
2. The nursery is committed to working in partnership with parents and children.
3. The Management team will do their utmost to obtain funding to ensure that all children with special educational needs will receive support appropriate to their needs, to maximise their educational progress. The designated SENCO (see below) will take responsibility for this and will report back to the Management team and Directors.
4. The nursery will work to the SEND code of practice 2002 and within the framework of the education act 1996, the children's act 1989, the SEN disability act 2002 and the children's and families act 2014 to ensure early identification of all children with SEND (see below).
5. The Management Team have overall responsibility for the management of special educational needs, and will liaise with the SENCO and all staff to manage the day to day provision, keep records and liaise with parents.
6. All children with SEND shall be entitled access to the full EYFS framework by provisioning of additional support, adaptation of activities and or environments and the use of specialised equipment or resources as appropriate.
7. All children who have been identified with SEND will have their needs assessed on a continual 'under review' basis and their Individual Education Plans (IEPs) reviewed at least three times a year to ensure resources are being deployed effectively. Parents will be involved at all stages.
8. Support will be in the form of a graduated and individual approach using Early Years Action or Early Years Action Plus as appropriate. (see below)
9. The Nursery will liaise with previous childcare provision and feeder school in order to plan transfer of children with SEND appropriately.
10. The nursery will continue to extend knowledge, resources, information and materials for Special Needs teaching.
11. The Management Team will seek means of evaluating the effectiveness of their policy by addressing the following issues:
  - Are the needs of children with SEND being met?

- To what extent and how successfully are children with SEND integrated into the nursery?
- Do they have full access to all activities?
- Are Nursery staff needs met?
- Is progress being shown and records kept?
- Are resources being used effectively?
- Are the needs of parents met?

12. If a parent has a problem with SEND provision they should discuss it with the SENCO and Nursery Manager. If problems are not resolved The Nursery Directors should then be involved. Finally concerns should be sent in writing to the Directors. (see complaints procedure)

#### Role of the Special Educational Needs Coordinator (SENCO)

Staff working with a child with SEND are supported by the SENCO, who liaises with parents, professionals and the child's key worker in planning activities and adaptations. The Nursery SENCO will endeavour to apply for funding prior to the child starting at Sunbeams to ensure that the child's needs are fully met. Places may only be offered subject to funding being available.

The SENCO will ensure all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEND whether or not a child has a EHC (education, health and care) plan. Advise and support colleagues, Ensure parents are closely involved and liaise with professionals or agencies beyond the setting.

The SENCO has additional training to enable her to carry out her responsibilities. Where there are children with special needs in their group, we seek to provide the staff with appropriate training and support.

The SEND Code of Practice is available to read at the Nursery or at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

#### Special Educational Needs and Disabilities - The Graduated Approach

Children with Special Educational Needs and Disabilities (SEND) have difficulties or disabilities that make it harder for them to learn than most children of the same age. They may need extra help in areas of their development such as communication, physical skills, learning or behaviour.

Many children will have SEND of some kind at some time. There will be some children who will need extra help for part or all of their educational life. Early intervention is essential in order to support the child and help them to achieve within the setting. Many children's needs can be successfully supported within a brief time.

You know your child better than anyone does; therefore, your knowledge, views and experiences are essential in order for us to work together in the best interest of your child.

#### Meeting Your Child's Needs

The Special Educational Needs and Disabilities Code of Practice 2014 sets out the procedures for Early Years settings to identify, assess and provide for children with Special Educational Needs using the graduated approach as described below.

#### SEND support

'SEND support' is a graduated approach to supporting children with SEND. The graduated approach has four stages of action: Assess, Plan, Do and Review. This is where parents/carers and staff agree that a child would benefit from additional or different input to help them achieve within the setting. An Individual Education plan (IEP)

will be agreed with parents and staff. The plan may include short term targets for the child, strategies to be used, equipment or provision to assist the child. There will be a date to review progress. At this date we may continue to follow the existing plan, alter one or more of the targets or, if the child has made sufficient progress, it may not be necessary to continue to follow an education and health care plan. Several children each year have an IEP and for many this is entirely effective in meeting their needs.

If, however, the plan is not meeting the child's needs, consideration should be given to involving appropriate specialists, for example, health visitors, speech and language therapist, portage workers, educational psychologists or specialist teachers. They will arrange to visit the Nursery and possibly the home to observe the child and recommend further action if necessary.

### Assess

In identifying a child as needing SEND support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

### Plan

Where it is decided to provide SEND support, and having formally notified the parents, the practitioner and the SENCO should agree, with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### Do

The early years practitioner, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited to identify the best way of securing good progress. At each stage parents should be engaged with the setting. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

### Statutory Assessment/Statement Of Special Educational Needs

For some children the help given at 'SEND support' will not be sufficient for them to progress satisfactorily. Parents, staff and other professionals together can request the Local Education Authority (LEA) make a full statutory assessment of the child. The LEA may then agree to issue an Education, Health and Care (EHC) plan which may enable providers/parents to access additional support.

### Does Your Child Have Special Educational Needs?

If you already know that your child has special educational needs, the Nursery will carry out an assessment before the child starts at the nursery. If we have a concern about your child we will inform you and will follow the graduated approach described above.

All children are individual, they learn and develop at their own rate but this rate is within a 'normal' given range. If a child's physical, emotional or social development falls outside the 'range of normal' and Sunbeams are unable to meet the child's individual needs, or those needs impact on other children cared for within the setting, Sunbeams reserves the right to terminate / enter into a contract with parents / carers. Sunbeams are not responsible for sourcing funding for additional care needs, parents / carers should contact their Health / Social Care Professional to source funding from Local Authority. Funding awarded to the child must meet 100% of the child's additional care needs. Any shortfall must be paid for by the parents / carers. Sunbeams cannot keep a place open whilst funding is being sourced.

### Procedure for the Identification and Assessment of Special Education

- Parent/Carer or Nursery Nurse expresses concern
- SEND Co-ordinator informed
  
- Close observation of child **in everyday** nursery conditions are recorded as appropriate, to enable evaluation and assessment of provisioning required.
  
- Regular review of child's progress.
  
- Liaise with Parent/Carer for information.
  
- Special Educational need is identified.

### **SEND support**

- Develop Individual Education Plan (IEP) to suit need.
  
- Involve Parent/Carer.

- Regular review and monitor of child's progress and record as appropriate.
- Inform Nursery Manager.

Perform four stage graduated approach:

### **Asses, Plan, Do and Review**

- Continue individual education plan.
- Consult and involve parent and carer.
- Involve outside agencies as appropriate.
- Monitor and review child's progress together and record as appropriate.
- Keep Nursery Manager informed.

### **Education, Health and Care plan (EHC)**

The local authority can issue an EHC and monitor this; they will publish detailed information of the support available in their area which is known as the 'local offer'. Those eligible for an EHC plan can access a personal budget to help with their needs. The local authority will review the plan as a minimum every 12 months.

### **Useful Websites**

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)   [www.ofsted.gov.uk](http://www.ofsted.gov.uk)   [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

### **References to other policies**

- Parents as partners
- Confidentiality
- Behaviour
- Safeguarding
- Complaints