

SPECIAL EDUCATIONAL NEEDS(SEND) AND DISABILITIES

Statement of intent

All children are entitled to an education that enables them to achieve the best possible education and become confident young children with a growing ability to communicate their own views and ready to make the transition to compulsory education. We provide an environment in which all children are supported to reach their full potential.

Aims

- We have regard for the DfES Special Educational Needs Code of Practice (2014).
- We include all children at Bishy Barnabees to the best of our ability.
- We provide staff to help support parents and children with special educational needs (SEND.)
- We identify the specific needs of children with SEND and meet those needs through a range of strategies which include regular observations, tracking, discussions with parents about children's needs and regular written and reviewed support plans
- We work in partnership with parents and other agencies in meeting individual children's needs including health visitors, occupational therapists, portage and speech and language therapists.
- We ensure that we have regard for the views, wishes and feelings of the child and the child's parents and these will support the participation of children and their parents in decision making.
- We monitor and review our practice and provision and, if necessary, make adjustments.
- We ensure that all necessary checks are put in place so that emerging concerns are noted and supported.
- We will liaise with the local authority to provide a full description of the child's special educational needs and any health and social care needs to secure the best possible outcomes for the children across their education as they get older.
- We will provide clear, comprehensive, accessible and up to date information about the available provision at the nursery and how to access it (The local offer) which enables all who work with children to influence the development and review of our provision so it is responsive to local needs and aspirations.

Methods

We designate a member of staff to be Special Educational Needs Co-Ordinator (SENCO) and give her name to parents.

- Our SENCO is *Julie Beasley*
- We ensure that we follow the safeguarding and welfare requirements of the Early Years Foundation stage and the learning and development requirements.

- We ensure that the provision for children with SEND is the responsibility of all our staff, who discuss any concerns at weekly team meetings.
- We ensure that we will provide personal care which includes helping a child for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities and where possible discuss with professionals what can be provide to assist with this.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support. (www.norfolk.gov.uk/SEND)
- We liaise with other professionals involved with children with SEN/D and their families.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs. This is done in a planned step by step way involving parents and carers in establishing the support the child needs (Graduated approach).
- We provide a broad and balanced curriculum for all children with SEND with differentiation as required.
- We provide a differentiated curriculum to meet individual needs and abilities, if required.
- We use a system of planning(intent), implementing, monitoring (impact), evaluating and reviewing Support Plans for children with SEND. If a child requires a Support plan or EHC (Education, Health & Care) plan, the child's keyperson automatically discusses this with the child's parents/carers.
- We support the child's learning and development through implementation of the interventions or programmes agreed as part of SEND support.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability and level of understanding.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We ensure that if funding is in place we promote equality of opportunity for children's individual needs and if necessary will be used to provide financial support to initiate and deliver the special educational provision that's is "additional to and different from" the support generally made available to other children of the same age.
- Funding can be used to put in low level, early support to improve outcomes for the child's specific needs and to reduce longer term difficulties.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.

- We provide parents with information on local sources of support and advice e.g. Local Offer, (www.norfolk.gov.uk/SEND), Information, Advice and Support Service.
- We provide in-house training for staff and volunteers.
- SEND information provided is shared at transition either between rooms or to the receiving school. We will agree with the child's parents which information will be shared as part of this transition process.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. Support Plan reviews, meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually and amended if required,.

Legal Framework

Children & Family Act 2014

Children act 2004

Early Years Foundation Stage Statutory Framework (DfE 2017)

United Nations Convention on the Rights of the Child

Equality Act 2010

Department for Education – Special Educational needs and disability – code of practice 2014.

Children Act 1989

SEND Code of Practice for the Early Years (2014)

Health & Social care act 2012

Guide to the Equality Act and Good Practice (2015)

Special Educational Needs and Disability (SEND) Code of Practice 0-25-2014

This policy was adopted in June 2008, updated January 2020, to be read in conjunction with Equality, Inclusion and Diversity policy, English as an Additional Language Policy, Transition Policy, Looked after Children Policy, Parent Partnership policy, Keyperson Policy, Child Protection Policy, Staffing Policy and Observation, Assessment and Planning policy.

Date Reviewed	Name	Signature	Position in Company

