



Special Educational Needs And Disability (SEND) Policy

1.Introduction

This policy is written in accordance with: The SEN Code of Practice 2014, The Equality Act 2010, The Children and Families Act 2014 and our Local Offer.

2.Our Ethos

Golden Apples is committed to nurturing great potential and believe that appropriate support in the early stages of a child's development is a significant contribution towards their achievement and progress to attain and achieve their developmental milestones.

We aim to meet the needs of individual children through highly effective teaching and learning. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

Our Local Offer outlines our provision for children with SEN and should be read in conjunction with this policy.

Here at Golden Apples we work with individual children and their parents by monitoring children's progress against individual developmental milestones, promote independence and self-care, and ensure we remove any barriers that might hinder learning and development.

We work in a flexible way to develop effective partnerships between children and their parents/carers with the Learning support assistants, and experienced staff both within the nursery and external professionals such as Speech and Language Therapists, Occupational Therapists, Physiotherapists, Autism Support Advisory Team and Educational Psychologists, to ensure that the nursery can meet a broad range of special educational needs for the children.

1.Definition:

The definition of Special Needs in accordance with the SEN Code of Practice 2014 is as follows:

I.A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

II.A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions



III. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

IV. For a child under two years of age, special educational provision means educational provision of any kind.

V. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition as above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

4. Equality Act 2010:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day - to day activities”.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people.

5. Aims of the Policy

The aims of our Special Educational Need and Disability policy and practice in Golden Apples nursery are:

- i.** To make reasonable adjustments for those children with a disability by taking action early to increase access to the curriculum, the environment and to printed information for all.
- ii.** To ensure that children and young people with SEN engage in the activities of the nursery alongside children who do not have SEN.
- iii.** To reduce barriers to progress by embedding the principles in the Early Years Foundation Stage Framework relating to Special Educational Needs (3.67)
- iv.** To use our best endeavours to secure special educational provision for children for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need: 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory/physical
- v.** To request, monitor and respond to parent/carers’ and children’s’ views in order to evidence high levels of confidence and partnership.



- i.** To ensure a high level of staff expertise to meet the children's' needs, through well-targeted continuing professional development.
- ii.** To support children with medical conditions to achieve full inclusion in all nursery activities by ensuring consultation with health and social care professionals in order to meet the medical needs of the children.
- iii.** To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all other vulnerable children

6. Golden Apples special needs provision recognises that:

- i.** Children with SEN have different needs and we are an inclusive nursery.
- ii.** For those children who have an identified need prior to joining us, information sharing sessions will be held with parents/carers and key members of staff to ensure that the best provision is made. Discussions will be held around determining whether we are the best setting available to meet a child's needs, and in certain circumstances, where children have very significant and complex needs.
- iii.** For children with an Education Health Care Plan (EHCP), parents/carers have the right to request a particular nursery and the local authority must comply with that preference and name the nursery in the EHC plan, in the case where upon assessment we determine that Golden Apples would be unsuitable for the age, ability of the child, incompatibility with other children and premises, Golden Apples reserves the right to decline the referral or specific request.

7. Early Intervention Indicators

The team at Golden Apples is very experienced in the care of children with all abilities and the following will trigger a request for early intervention:

- i.** If concerns are raised by parents/carers, external agencies – including health, social workers, nursery staff, or a child's previous setting regarding the child's level of progress or inclusion
- ii.** Their progress, when measured with the Early Years Foundation Stage Outcomes gives cause for concern
- iii.** Or any behavioural issues that may need intervention due to the high needs of the named child.



8. Working in Partnership with Parents.

We advise all our parents that if they think that their child may have special educational needs to do the following:

- i.** In the first instance, parents should discuss their concerns with their child's keyworker.
- ii.** Further discussions can then be held with our nursery school special needs coordinator (SENCO). We will endeavour to work with our parents and understand their views and aspirations for their child as this will be central to the assessment and provision that is provided by the nursery.

Support To Children With Additional Or Special Needs

Golden Apples will support any child with SEND or additional needs by:

- i.** Assessing and matching their needs to the Early Years Foundation Standards (EYFS)
- ii.** Providing all children with high quality early years teaching that is differentiated to meet the diverse needs of the children.
- iii.** Providing reasonable adjustments to meet the needs of children with disabilities.
- iv.** Will provide one to one support where required
- v.** Taking steps to set developmental milestones that are developmentally appropriate for the child.
- vi.** By ensuring that Nursery SENCO coordinates the support for children with SEND.
- vii.** By ensuring that the alternative language systems are put in place, examples include: i) objects of reference, photos or symbols, communication books. ii) Picture Exchange Communication System will be used for children where appropriate as this encourages children to communicate spontaneously; they exchange a picture for something they would like such as a piece of fruit or a preferred toy. iii) Makaton signing is used across the nursery and Signing for Behaviour will be used by all staff.
- viii.** Ensuring that small group and 1:1 session are delivered in accordance with identified needs to develop children's attention skills, language skills, social skills and fine and gross motor skills.



- ix.** Providing intensive support to promote interaction between adult and child to be used as a strategy where appropriate
- x.** Working in partnership with outside agencies who are called in when required to provide additional advice, group work and children's next steps such as Educational Psychologists and Autism Support Advisory Team.
- xi.** Working upon the advice from the Speech and Language Therapist.
- xii.** Having an implementation meeting with the relevant local authority once an Education Health and Care Plan (EHCP) for a child is agreed.
- xiii.** Engaging with the child's parents/carers and other professionals involved to set targets for the child in accordance with the plan which will be taught and delivered daily.
- xiv.** Accessing specialist health services e.g. Speech and Language Therapy, Physiotherapy, Child & Adolescent Mental Health Services (CAMHS).
- xv.** Accessing outreach support where appropriate i.e. Autism Support Advisory Team, Visual Impairment Service etc.
- xvi.** By ensuring that all staff members working in the nursery have access to training and experience that supports them in working with children with severe and complex needs.
- xvii.** Ensuring that Parents/carers are informed of nursery trips to see if any special requirements are needed as well as ensuring that the staffing ratios are adequate to provide 1:1 adult to child support as needed for children with SEND.

10. Parents Communication And Updates

Golden Apples will ensure that the parents or carers are regularly updated on the progress of the child in our setting by:

- i.** Working with the Social Workers to ensure the children's assessments are carefully implemented and monitored to ensure that each child is meeting his or her potential.
- ii.** Regularly sharing information with the parents/carers both informally on a daily basis and formally through Parents Consultations which will be held every term between the child's keyworker, parents/carers and the Nursery SENCO. At these meetings, Individual Education Plans will be agreed and developmental progress reviewed with parents, with previous targets discussed and new targets set – however, these can be reviewed sooner if targets are met.



- iii. Sending initial reports to parents/carers at the end of the Autumn Term, and a full, summative Report to be provided at the end of the Summer Term.
- iv. Additional information will be shared on an on-going basis through the nursery TAPESTRY Learning Journey to show daily progress and activities.
- v. We will work with the parents/carers to ensure they help the nursery in supporting their child's learning at home.
- vi. We will link up with parents/carers to share information and advice between all professionals involved in a child's development to achieve the best possible outcomes.

Support To Parents

The Nursery Senco is available to support parents/carers in filling in forms for claiming benefits and advice on benefits which parents/carers may be able to claim, if they wish.

Parents/carers will be signposted by key members of staff, including the Nursery Senco, to other support agencies/organisations that can offer support or training to the child and family.

The Nursery Senco will make appointments to explain the process of Statutory Assessment and Education Health and Care Plans for children with severe and complex needs and will help parents/carers to visit potential schools and assist with this process.

When an Education, Health and Care Plan is applied for, a meeting will be held with parents/carers to discuss the process and parents/carers will be signposted to appropriate services for ongoing support.

Golden Apples will hold regular informal Coffee Mornings for parents/carers of children with SEND so that advice can be sought and delivered in a friendly environment, where parents/carers can share their experiences, thoughts and ideas, and support each other.





12.Children's Well Being

As a nursery, where children are often separated from their parents/carers for the first time, our whole ethos centres around creating a warm, caring, safe, stimulating environment for all our children.

To ensure that we meet the specific needs of our children with SEND, we carefully plan for each individual child's needs by communicating with parents, staff and following Individual Education Plans (IEPs).

A particular focus is around ensuring that children who are unable to communicate verbally are taught methods to communicate with staff in other ways i.e. through the use of signs, Makaton, PECS and photocards.

In addition to the above Golden Apples staff use "Signs for Feelings & Behaviour" to support children's wellbeing; this involves teaching children a set of signs to describe feelings which helps them to express themselves and lessen frustration. Support plans are written and shared with parents/carers for children requiring additional support in the area of following routines.

Children who are not yet ready to be toilet trained will be checked and changed regularly to ensure their comfort, in accordance with our Intimate Care Policy. Golden Apples ensures that the children health is paramount and our medical policy stipulates that will only administer medication at the nursery where it has been pre-agreed, working with the health visiting team where necessary i.e. to draw up Care Plans for children with epi-pens, inhalers, on-going conditions etc. All staff members will be aware of this and a record kept and signed by parents/carers as well as monitor the expiry date of medications kept in the nursery.

Golden Apples will support Children with complex medical needs such as those at risk of allergic reactions, epilepsy, diabetes etc, and we are committed to following the individual child detailed Health Care Plans.

From time to time some children may require antibiotics, generally when this is the case means children may not be well enough to be in nursery, however this can be discussed on a case by case basis and staff who will be responsible to administer the medication have appropriate training to do so.

All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within 'Supporting pupils with medical conditions (DfE) 2014 and identified in the nursery Administration of Medicines Policy.



All Golden Apples staff members are First Aid trained and this training is updated regularly.

Golden Apples Nursery works with a range of specialist agencies and professionals to ensure the needs of the children in our care are met.

We have regular liaison with the local authority Special Educational Needs Assessment Team – responsible for the approval and writing of Education Health Care Plans.

13.Training

All staff members have on-going training to keep their skills and knowledge up to date through a range of sources, including the Local Authorities Continuous Development Programme.

Training is also sourced from outside agencies regularly to keep staff skills up to date in accordance with the needs of individual children within the nursery. All staff members are given the SEND policy as part of their induction.

All staff members are trained regularly on Safeguarding to ensure the safety and protection of children in our care.

Staff members have access to Supervision, where concerns can be shared, and support given as required.

14.Nursery Environment

Pictures are made for children to use with PECs from both photos and symbols depending on the needs of the child.

Visual Timetables can be provided and Individual Schedules are made for children who need them.

Any changes to the building are looked at with regard to ensuring accessibility for wheelchair users and other physically disabled children and adults.

We are always happy to discuss individual access requirements when necessary. For the purposes of translation for families with English as an additional language we have staff who are Bilingual and we can seek assistance from our LA if this is the case.



15.Transitions

Golden Apples has excellent working relationships with all the schools in and around Haverhill and will ensure the transition from nursery to school is as smooth as possible by ensuring that:

1. Information is shared with schools when children move.
2. Visits are encouraged for staff to see the child in our setting and for children to become familiar with the new setting.
3. Parents/carers of children with SEND who are moving to school are offered accompanied visits to several schools including special schools. This allows the parents/carers to make an informed decision about which school would best suite their child.
4. The Nursery Senco meets with parents/carers as many times as is necessary to discuss schooling options in accordance with a child's progress and individual needs.
5. Transition meetings are held with parents/carers, key member of nursery and receiving school staff in a timely fashion once a school place is confirmed, to ensure the best possible transition for the child.
6. A programme of visits for the receiving school to visit the child in nursery and the child to visit their new school is made.

Information is shared with the receiving school and all documentation passed on at the end of the term the child is leaving.



16. Allocation Of Higher Needs Funding

After an assessment of an individual child's needs, the Local authority will allocate appropriate funding to meet the child additional needs and this will be used as follows, the list is not exhaustive but gives an overview:

1. A ratio of 1:1 is maintained.
2. A Specialist Education Support Assistant is employed to oversee the individual progress of the child/ren with SEND. Their role is to monitor the delivery of IEPs, the child's developmental progress, identify next steps to ensure continued progress.
3. Supporting the family to ensure a smooth transition to an appropriate school, with the support of an EHC Plan where appropriate.
4. Two additional SEN Early Years Support workers are employed by Golden Apples specifically to work with children identified as having SEN.
5. Back Filling and allowing sufficient time for the Nursery Senco, to go outside the nursery and consult and take advice from involved professionals and parents/carers to determine the level and amount of support a child should receive in accordance with each individual child's needs.
6. Facilitation of the Parents/carers regular forum to discuss and support each other through formal and informal discussions.
7. Developing a multi-sensory room, with a Smart board/Television for children to access computers.
8. Adapting the nursery space in some areas to provide both quiet and stimulating spaces for children with SEND.
9. Purchasing appropriate equipment to support the needs of individual children i.e. specialist trike for children with physical impairments, PECS resources.

